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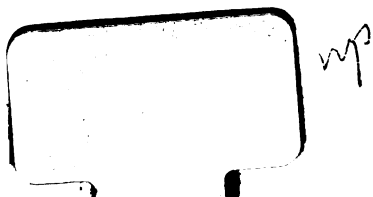
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BANCROFT'S

SECOND READER.

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A FEW WORDS TO THE TEACHER.

In preparing this book to succeed the first book of the series, the authors have had in mind a certain standard of proficiency to be attained by the pupil before his promotion to this Reader. To secure the best work, the standard which is here briefly outlined, must have been reached.

1. The pupil should be able to pronounce readily, at sight, all words used in the First Reader.

2. To read easily and naturally the simple stories in Part II of that Reader.

3. To spell by sounds all words given in the phonic exercises of the First Reader, and any similar words given by the teacher.

4. To spell by letter—not all, but all the more common words used in the preceding Reader.

Pronouncing Exercises.—The more difficult words are printed, with diacritical marks, at the beginning of each lesson, and, as in the First Reader, should be carefully pronounced before the reading lesson is studied.

Phonic Spelling.—This exercise is systematically continued, and in this book no pains should be spared to train the voice so as to secure pleasant tones, full enunciation, and distinct articulation. This is, indeed, the proper time to secure the best results from vocal exercises. Be careful to see that the “school tone,” so often found among pupils of this grade, is avoided.

Script Work and Language Lessons.—A Reader is not the book from which to teach penmanship or grammar, but writing and language exercises should be made to assist in the comprehension of the reading, and in adding interest to it.

The *script* exercises in this book will give abundant practice in copying, and if the teacher will always demand the best the pupil can do, excellent results will follow.

The *Language Lessons* will familiarize the pupil with the use of words, increase his vocabulary, enable him to construct easily, simple sentences, and may be so taught as to be intensely interesting. These lessons have been carefully graded, and, in each case, are meant to be rather suggestive than exhaustive.

Supplementary Reading.—The teacher should secure as much supplementary reading as possible. In this grade, no difficulty will be found in getting suitable books. A pupil rarely reads well who has read from his school reader only.

Model Questions.—To some of the lessons model questions have been appended. These are designed to be suggestive of questions to be asked on other lessons. They should not, generally, be such as require only verbal memory, but such as call for thoughtful study, compelling the pupil to observe and compare, to reflect and judge. In all cases, to secure proper study, they should be asked *before* the lesson is read in the class.

Spelling.—Pronouncing exercises are not always the best spelling lessons. To most of the reading lessons, therefore, groups of words selected for spelling are specially added. From the "Pronouncing Exercises" such words only are taken as are most desirable for the purpose.

Conclusion.—As the end to be secured is *good reading*, the pupil should be trained to read each lesson *well*. Let the standard be such reading as would be acceptable around the fireside, at home.

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1. LEARNING TO SPIN A TOP.

PRONOUNCING EXERCISE.

lĕarned	strŭck	thĕir	cōuld
stōpped	ground	quĭte	gāme
lāughed	smōōth	wārm	strĭngs

The questions at the end of this lesson, and all questions upon any reading lesson, should be asked after the lesson has been studied, and before it is read in the class.

1. "Come, boys," said Ned, "let us have a game of top. It is a fine, warm day."

2. So the boys took their tops and strings and went out to a smooth, hard place, and made a ring with chalk.

3. Ned could do best, for he had

learned to spin a top when quite a small boy; so he threw first.

4. How his top did hum when it struck the ground! He picked it up in his hand and threw it down two or three times, but at last it stopped.

5. George tried next. He was not so old as Ned, and did not know how to make his top spin well. The first time it spun on its head, and the boys laughed at him.

6. The next time he tried, it went all right, and he was glad. "See it spin now," he cried.

7. James now tried it, but his top did not spin at all. It rolled off on the ground out of the ring. He tried two or three times, and at last it went quite well.

8. In a short time, the two boys learned to throw a top as well as Ned could, and their tops would hum too.

9. If they will try as hard to learn to read as they try to learn their games, they will soon be the best in their class.

10. All boys should have some fun, but I hope you will all try to learn, too, while you are young. If you do, you will some day be glad of it.

QUESTIONS. 1. How many boys are mentioned in this piece? 2. Which do you think is the oldest? 3. Why do you think so? 4. What kind of a day was it? 5. Where did the boys go?

Answer these questions orally in complete sentences, thus: Three boys are mentioned in this piece.

WORDS TO BE SPELLED. Dictate from the lesson: **their, chalk, stopped, tried, should, smooth, learned, laughed, cried, could.**

Before spelling, it will be a good plan in each case, to require pupils to write the words and mark the accented syllables.

I. CONCERT PHONIC DRILL.

The teacher will spell the words of these lessons by sound, and require the class to repeat the phonic spelling in concert. To show the sound of long *a* it is marked by a *macron*, thus—*ā*.

ā-le	āi-m	d-āy	n-ā-me
ā-te	āi-d	m-āy	p-ā-ge
ā-ge	p-āi-l	n-āy	m-ā-ne

SLATE WORK. After the phonic spelling, let pupils copy the above table with the vowel markings. Require all similar lessons in *Concert Phonic Drill* to be copied in the same way.



2. LILLY AND HER PET LAMB.

The pupil, before he studies the reading lesson, should pronounce as many of these words as possible, unaided by the teacher.

PRONOUNCING EXERCISE.

mīs'tress	fōl'lōw	knew	lārg'er
whêr êv'er	pîet'ûre	fiêld	rēachêd
fôr gôt'ten	mō'ment	Dāi'sy	mōth'er

1. Lilly has a pet lamb that is all her own, for her father gave it to her.

2. She is very kind to it; and wher-

ever ~~she~~ goes, the lamb is sure to follow her.

3. She has named it Daisy; and whenever she calls "Daisy," the lamb runs to her,

4. Lilly had once been away from home for some weeks, with her mother.

5. While she was away, Daisy was put into a field to feed with some other lambs.

6. When Lilly went home, almost the first thing she did was to run to the field to see if the lamb knew her.

7. "Daisy! Daisy!" cried the little girl; and in a moment the lamb began to jump and to run to her.

8. It had grown much larger while Lilly was away; but it had not forgotten its little mistress.

9. It soon reached Lilly, and she put her arms around its neck, as you see in the picture.

WORDS FOR SPELLING. Dictate from the lesson:
Lilly, lamb, own, very, grown, sure, once, forgotten, field, almost.

3. THE LITTLE HAY-MAKER.

PRONOUNCING EXERCISE.

bōt'tom	eāt'tle	piēce	buşy
bĭg'gest	sprēad	bright	drieş
sūm'mer	al'mōst	elōsed	ġāmeş
hōl'i dāy	rāk'ing	knōwş	ūse'ful

1. I am a little hay-maker.
My name is Jane. I am
busy raking hay.

2. How hard
I work! Look
at the heap
I have by
my side.
It is al-
most as
big as I
am.

3. My
father of-
ten takes
me with
him to the
hay-field;



for he knows that I am fond of playing in the hay.

4. The school is closed now, and we have a holiday during the long, bright summer days.

5. How hot the sun is, and how brown it will make my face!

6. When I am tired, I shall go into the field and sit down under a tree; and father will give me a piece of bread and some nice sweet milk.

7. What fun we shall have when the hay is all made, and the hay-makers have gone to the next field!

8. We can have games among the hay, tossing it about, and playing at hide-and-seek behind the biggest heaps.

9. Some boys and girls, who live in towns, have never seen a hay-field. Do you know what hay is, and for what it is used? I will tell you.

10. The grass in the fields grows very high. Then it is cut down and spread out on the ground.

11. The hot sun dries the grass; then

the hay-makers turn it over and over; and when it is dried, it is called hay.

12. Hay is used as food for horses, cattle, and sheep. It is useful in winter when there is not much grass in the fields for the cows and the sheep to eat.

WORDS TO BE SPELLED. Dictate from the lesson: little, busy, heap, often, face, tired, piece, bread, eat, biggest, used, dried, grows, called.

SLATE WORK. Pupils may select, and write in separate columns, all words having the sound of *e* as in *mē*, and of *e* as in *whēn*.

By reading the lesson carefully, you will be able to write these sentences, and put the proper words in the blank spaces.

1. Little _____ is a hay _____.
2. Her Father takes her with
_____ to the _____ field.
3. The hot _____ dries the _____
and then they call it _____.

4. LEARNING TO WALK ON STILTS.

PRONOUNCING EXERCISE.

blöcks	a gainst'	ärms	sträight
Bēn'nie	thinks	bärn	Geôrge

1. Little Bennie has seen his brother George walk on stilts, and thinks he can learn to walk on them too.



2. See, he has found the stilts, and is trying to get upon them. He has leaned them up against the house, with his arms around them, and his feet against the blocks.

3. Do you think he will get upon them in this way? He looks a little as if he were afraid of getting a fall.

4. He does not know how to get them up straight so as to walk. If the bottom

of the stilts should slip out, down he would go, and tear his clothes.

5. I think he will have to wait until George comes and helps him. George would tell him to set the bottom of the stilts nearer the wall, so as to push them up straight with his back.

6. He will have to look out not to fall over in front and bump his head.

WORDS TO BE SPELLED. Dictate from the lesson: walk, too, trying, against, getting, straight, would, tear, nearer, clothes.

SLATE WORK. Copy the first paragraph on slates. Exchange slates, compare with the book, and correct errors in spelling, punctuation, and capitals.

II. CONCERT PHONIC DRILL.

See directions on page 9.

The sound of Italian *a* is marked by two dots over it, thus—ä.

ä-r-m	h-ä-lf	b-ä-th	f-ä-r-m
ä-r-t	e-ä-lf	p-ä-th	b-ä-r-n
ä-re	l-äu-gh	h-äu-n-t	h-eä-r-t
h-ä-r-m	ä-lm-s	äu-n-t	e-ä-r-t
p-ä-r-t	e-ä-lm	d-äu-n-t	h-eä-r-th

WORD GAME. Let pupils name all the additional words they can think of, having the sound of ä.



5. BEES.

PRONOUNCING EXERCISE.

hāste	hīves	jūige	sprīng
hòn'ey	mīn'ute	thrūsts	tóngue

1. Look at that bee on the flower. See how it shakes its wings, and works its little feet. Ah! it is off to another flower.

2. Now it is off to another! How busy it is! It does not rest a minute in one place. It seems to have a great deal of work to do.

3. Now let us go to the other end of the garden.

4. Do you see those little houses, with no windows, and only a very small door?

5. They are the houses in which the bees live, and are called hives.

6. A great many bees live in each hive. See how many are going in!

7. When spring comes, and the flowers begin to bloom, the bees come out of the hives and fly away to gather the sweet juice out of the flowers.

8. The bee has a long tongue, which it thrusts into the flower, to suck up the juice. Then it carries the juice to the hive, and makes it into honey.

QUESTIONS. 1. What do bees make? 2. Where do they get the honey? 3. What are the little houses in which bees live called? 4. How many wings has a bee? 5. What else has it that you are sometimes afraid of? 6. Do all bees make honey?

Write the answers to these questions in a little story.

WORDS TO BE SPELLED. Dictate from the lesson:
**flower, works, off, another, one, minute, deal, those,
 only, they, many, does, gather, juice, tongue, which,
 carries, honey.**



6. OUT FOR A DRIVE.

PRONOUNCING EXERCISE.

Spōt	drīve	spēaks	be hīnd'
Al'ice	wāg'on	cóm'ing	plēas'ant
shākes	fright	plēased	wheel'bār rōw

1. Mary and Alice are playing in the

garden. They have got into the big wheelbarrow. How happy they look!

2. Mary says, "Let us play at going for a drive." They have puss and their two dolls with them.

3. When they were nicely seated, and Mary was saying that she would drive, their little dog came running up to them. He began to bark as soon as he saw that they did not ask him to jump in.

4. Do you see how puss looks at the dog? She is afraid of him, and seems to say: "Be off, sir; there is no room for you here."

5. Spot—for that is the name of the dog—is not quite pleased. He says, "Bow! wow! wow!" and he wants to get in too.

6. Mary shakes her head and speaks to Spot. Would you like to hear what she is saying to him? If you listen I think this is what you will hear:

7. "Now, Spot, don't bark! it is not right;
For should our horses both take fright,
Why, they would run away so fast
You would be left behind at last.

8. "We two, with babies nice and clean—
By babies, our two dolls I mean—
And puss, you know to make up five,
Are going for a pleasant drive."

WORDS TO BE SPELLED. Dictate from the lesson:
playing, happy, nicely, seated, saying, running, two,
seems, afraid, there, speaks, pleased, listen, know,
do n't.

Read your lesson carefully, and write these sentences
on your slates, putting in words where they are left out.

1. The dog's name is _____.
2. He says "____ ! ____ !"
3. Mary _____ to Spot, "____ bark."
4. Puss is _____ of the _____.

III. CONCERT PHONIC DRILL.

Spell the words by sound.

The broad sound of *a* is marked by two dots under it, thus—*a*.

<i>a</i> -ll	p- <i>a</i> w	<i>a</i> w-l	h- <i>a</i> u-l
b- <i>a</i> -ll	l- <i>a</i> w	b- <i>a</i> w-l	m- <i>a</i> u-l
e- <i>a</i> -ll	s- <i>a</i> w	e-r- <i>a</i> w-l	e- <i>a</i> u-ght

SLATE EXERCISE. Write all the words you can find
that have the sound of *a*.



7. A RACE ON THE SANDS.

PRONOUNCING EXERCISE.

sprāy	Cār'lo	sēl'dóm	brôught
wāves	pār'ent	eov'er	dīs'tance
brēathe	al'wāys	buīlds	erēep'ing
sēa'-sīde	ō ver tōok'	stōck'ings	

1. Here are Willie and his dog Carlo. How happy they are! They are running a race on the sands by the sea.

2. Willie's home is in a large town.

far away from the sea. He seldom gets to the sea-side.

3. When Willie is at home he goes to school; but now, it is holiday time, and his parents have brought him to breathe the fresh sea-air, and to play on the sands.

4. Boys and girls who have been to the sea-side know that the waters of the sea are never still. They are always moving.

5. Sometimes the waves roll up the shore a great distance, and cover all the sands. In the picture you may see how the water comes creeping up the shore.

6. Willie knows that they will have to run out of the way before the sea covers the sands.

7. One day the waves overtook them. Willie's boots and stockings were made very wet, and Carlo had to swim.

8. Now they are having a race along the sands, close to the waves. Willie had been sitting upon a rock; but by-

and-by the waters reached his feet, and then he started off with Carlo.

9. What fun they are having! for sometimes one wave bigger than the rest comes dashing along, and covers them both with spray.

10. Willie's flag is called the Union Jack. When he builds a house on the sand, he places this flag on the top of it. Every one knows Willie's pretty flag.

WORDS TO BE SPELLED. Dictate from the lesson: here, sea-side, goes, school, holiday, breathe, moving, who, been, shore, water, creeping, close, by-and-by, brought, builds.

8. WHAT DOES LITTLE BIRDIE SAY?

PRONOUNCING EXERCISE.

peep bīrd'ie lōn'ger strōn'ger

Let each pupil memorize one stanza and recite it.

1. What does little birdie say
In her nest at peep of day?
Let me fly, says little birdie,
Mother, let me fly away.

Birdie, rest a little longer,
 Till the little wings are stronger.
 So she rests a little longer,
 Then she flies away.

2. What does little baby say,
 In her bed at peep of day?
 Baby says, like little birdie,
 Let me rise and fly away.
 Baby, sleep a little longer,
 Till the little limbs are stronger.
 If she sleeps a little longer,
 Baby too shall fly away.

TENNYSON.

WORDS TO BE SPELLED. Dictate from the lesson:
what, birdie, says, mother, flies, rise, till.

IV. CONCERT PHONIC DRILL.

To show the short sound of *a* it is marked by a
breve, thus—ă.

ă-t	ă-n-d	m-ă-n	f-l-ă-t
ă-n	b-ă-t	e-ă-n	th-ă-t
ă-ſ	h-ă-t	r-ă-n	m-ă-t

SLATE EXERCISE. Write all the words you can find
 that rhyme with eăt; with eăn.

9. HOW BLUE-EYES SOLD HER DOLL.



cûrls

niêce

bôught

dôl'larş

yêl'lôw

môn'ey

yôn'der

be lǝngş'

rĭb'bon

1. There was once a little girl whose mother called her Blue-eyes; and she had a doll whose name was Belle.

2. Blue-eyes wore a string of amber beads round her neck; and her yellow curls were tied with a blue ribbon round her head.

3. She was so fond of her doll that she took her with her wherever she

went. One day she took her to a fair which some kind ladies were giving to help some poor children who had lost their father and mother.

4. Blue-eyes laid her doll down on one of the tables. An old lady came up, and thinking that the doll was for sale, said: "Here is just the kind of a doll I want to buy for my little niece. I will give five dollars for it."

5. "That doll is not for sale," said the lady who kept the table. "It belongs to little Blue-eyes yonder."

6. "But the poor children want the five dollars more than I want the doll," said Blue-eyes. "I will run and ask my mother if I may sell the doll."

7. So she ran and asked her mother; and her mother said, if she wanted to get the money to help the poor children, she might sell the doll.

8. So Blue-eyes sold it, and with the money she bought three pretty dresses which she gave to the children; "for," said little Blue-eyes, "the children need

their warm dresses much more than I want Belle."

9. I should not wonder if Blue-eyes were to wake on Christmas morning, and find a new doll, much prettier than Belle, in the stocking she will hang up.

WORDS TO BE SPELLED. Dictate from the lesson: whose, fair, niece, need, beads, ladies, dollars, much, curls, were, yonder, every, ribbon, laid, said, money, story, head, sale, buy.

Study your reading lesson so that you can copy these sentences and put the proper words in the blank spaces.

1. Blue-eyes took her _____
with her wherever she _____.
2. She was _____ of _____, for that
was the doll's _____.
3. I think _____ was a _____
good _____.
4. Don't you _____ she had a
_____ doll _____ morning?



10. COUNT TEN.

PRONOUNCING EXERCISE.

äunt	eor rĕet'	watch	de light'
spāde	wĭshed	hāst'y	ēare'less
vĕxed	ān'gry	blādes	plānt'ed

1. Fred had a new spade from his aunt. She sent it to him one day with a small box of seeds.

2. As soon as he got it, he went out to dig with it, in his own bit of ground, at the back of the house.

3. Jane went with him; and as he

dug, she stood near him, and talked to him. She held the box of seeds in her hand.

4. Fred did his work with a will, and he did it well, too.

5. As Jane stood and talked, she let the box of seeds fall on the ground. The lid of the box came off, and all the seeds fell out.

6. Poor Jane was a good, kind girl. She was much vexed, and said so to Fred. But Fred did not speak to her.

7. "O Fred," cried she, "why don't you speak to me?"

8. "I wished," said Fred, "to wait till I could count ten."

9. "Count ten!" said Jane, "what do you mean? Why do you wish to count ten?"

10. "Oh," said Fred, "aunt once told me to count ten before I spoke, if ever I felt angry. I know that I am often hasty to you, Jane, and I want to correct myself."

11. "O Fred, how good you are! It

was very careless of me to let the box of seeds fall; but see, I have picked them all up again, and here they are, ready to be put into the ground."

12. The seeds were planted, and at last a lot of small green blades peeped above the ground, and soon grew up, with pretty flowers, greatly to the delight of the children.

QUESTIONS. 1. What was Fred doing? 2. Why was he digging in the ground? 3. What careless thing did Jane do? 4. Why did he count ten before he spoke to her? 5. Would it not be well if we should try this plan when we get vexed?

Write a story which shall answer all these questions.

WORDS TO BE SPELLED. Dictate from the lesson:
aunt, count, ready, seeds, mean, greatly, told, work, talked, delight, correct, wail, careless.

11. "BLUE-BIRD, BONNY BIRD."

1. Blue-bird, bonny bird, up in the tree,
Show me your speckled eggs, *one, two, three!*
Why do you hide them under your breast?
Just let me peep in the little, round nest.
Blue-bird laughed as she sat in her nest,
Hiding her pretty eggs under her breast;
One sunny morning, up in the tree,
Chirped *the new birdies*, one, two, three!

E. H. MILLER.

12. KEEP TRYING.

PRONOUNCING EXERCISE.

strike	might	í'ronş	sűe çěss'
a ríght'	gāz'ing	elimb	stűm'ble

Require pupils to learn this by heart.

*Drive the nail aright, boys,
Hit it on the head;
Strike with all your might, boys,
While the iron's red.*

*When you've work to do, boys,
Do it with a will;
They who reach the top, boys,
First must climb the hill.*

*Standing at the foot, boys,
Gazing at the sky,
How can you get up, boys,
If you never try?*

*Though you stumble oft, boys,
Never be down-cast;
Try, and try again, boys,
You'll succeed at last.*

WORDS TO BE SPELLED. Dictate from the lesson:
**nail, you've, succeed, aright, reach, might, though,
climb, iron.**

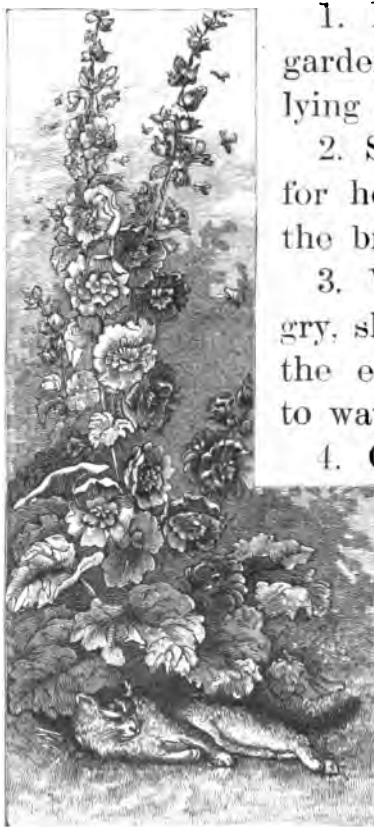
SLATE WORK. Write from memory the first stanza;
exchange slates, and correct errors in spelling, punctu-
ation, and capitals.

ORAL SPELLING MATCH. Let the class choose sides.
Dictate words from all previous lessons.

13. PUSS IN THE GARDEN.

PRONOUNCING EXERCISE.

fright'ened	soft'ly	li'onŝ	eŭ'r'rant
erēat'ures	tī'gers	prey	rōar'ing
thōughts	flow'ers	fiērce	qui'et ly



1. Puss is out in the garden. Do you see her lying under the flowers?

2. She often lies there for hours at a time, in the bright sunny days.

3. When she is hungry, she goes slyly off to the end of the garden to watch for little birds.

4. One day as I sat on the garden seat, I saw some birds hopping in and out of the currant bushes.

5. In a little while I saw Puss rise from her

place under the flowers, and steal quietly away.

6. She did not go down the garden walk, but crept softly behind the flowers and under the trees.

7. When she came to the spot she hid herself under a thick bush, and sat watching for the birds.



8. By-and-by, one of the birds flew down on the grass and hopped off for a crumb, quite at its ease.

9. In a moment, out sprang Puss, and I thought the poor bird had been caught.

10. But Puss, for once, was too late, and the bird, very much frightened, flew away.

11. All animals of the cat kind are beasts of prey. They generally take their prey by stealth, creeping up and springing upon it.

12. Lions and tigers are the largest creatures of the cat family, and when wild they are very much feared by man.

13. If you ever see a lion, look closely, and you will see that it acts very much like a large cat. You will see, also, that the tiger looks like a cat.

WORDS TO BE SPELLED. Dictate from the lesson: **lying, watch, caught, lies, hopping, thought, currant, sunny, bright, steal, slyly, crumb.**

Copy, and fill the blanks with the proper words.

1. Puss is — under the —.
2. She often — there for —, on a — day.
3. Puss tried to — the little —.
4. The birds soon — away and — did not catch —.

17. CONCERT PHONIC DRILL.

To show the sound of *a* as in *care*, it is marked by a circumflex, thus—â.

e-â-re	âi-r	b-eâ-r	h-â-re
b-â-re	p-âi-r	p-eâ-r	p-â-re
f-â-re	s-t-âi-r	w-eâ-r	s-t-â-re

14. HOW A BUTTERFLY CAME.

1. Late in September, a lady saw a worm upon a willow leaf. It was about



two inches in length, and almost as big as her little finger. Stripes of black, green, and yellow went around its little body.

2. The lady carried leaf and sleeper home. She took willow leaves for it to eat, put them all in a glass dish, and tied lace over it.

3. In just one week her guest was gone. All the leaves were gone; only a lovely green bag was left. It was just one inch long, and was made very neatly, and looked much like a little bed or cradle. No stitches could be seen, and the seams had an edge like gold cord.



4. It had on it gold and black dots like tiny buttons. The caterpillar had sewed himself in. His old clothes were



near by. He had pushed them off in a hurry. The new home was made fast to a bit of cloth.

5. Almost six weeks the little sleeper lay in his silken cradle. In November he burst the pretty green hammock, and the old home turned white.

6. A lovely butterfly came out. It had brown and golden wings, with stripes of black, like cords, on them, and a feathery fringe of white for each stripe.

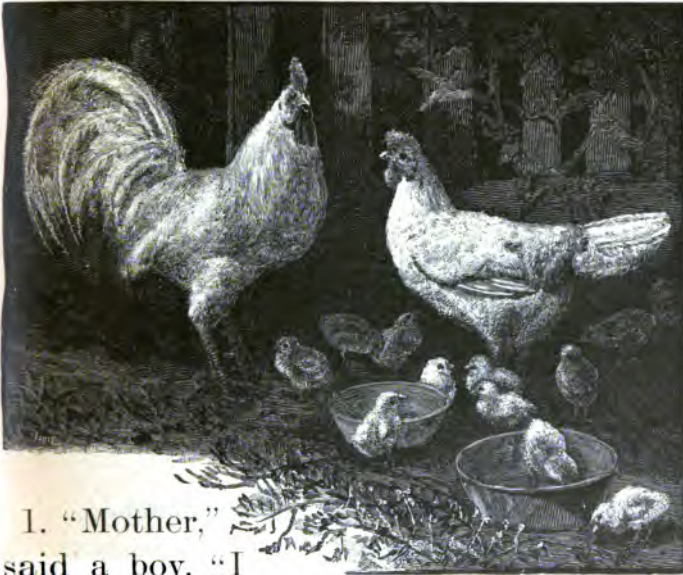
7. On the edges of the wings were white and yellow dots. The head was black, with white and yellow dots on it.

WORDS TO BE SPELLED. Dictate from the lesson:
leaf, button, body, sewed, guest, hurry, neatly, edge, stitches, caterpillar, yellow, tiny.

15. THE CLUCKING HEN.

PRONOUNCING EXERCISE.

hăatched	vēr's'es	rōōst'er	ěggs
be nēath'	bār'ley	hal lōō'	elŭck



1. "Mother," said a boy, "I heard the children at school to-day reading the verses about the Clucking Hen. What is a clucking hen?"

2. "A hen is called a clucking hen while she sits on her eggs. The name is taken from the noise she then makes.

She makes the same noise when she calls her chickens. I should like to hear the verses. Do you know them?"

3. "Yes, I know them by heart; I must tell you that an old rooster is the one to speak first.

4. "Will you take a walk with me,
My little wife to-day?
There is barley in the barley field,
And hay seed in the hay.'

5. "Thank you,' said the clucking hen,
'I have something else to do;
I am busy sitting on my eggs,
I cannot walk with you.

6. "Cluck, cluck, cluck, cluck,'
Said the clucking hen;
'My little chicks will soon be hatched,
I will think about it then.'

7. "The clucking hen sat in her nest,
She made it in the hay;
And warm and snug beneath her breast,
A dozen white eggs lay.

8. "Crack, crack, went all the eggs;
Out came the chickens small,

'Cluck,' said the clucking hen,
'Now I have you all.

9. "Come along, my little chicks,
I will take a walk with you ;'
'Halloo!' said the rooster proud—
'Cock-a-doodle-doo!'"

10. "Very pretty verses," said the boy's mother. "A clucking hen cares for nothing but her little ones."

WORDS TO BE SPELLED. Dictate from the lesson:
verses, to-day, clucking, cannot, noise, dozen, crack,
reading, first, chicks.

1

LANGUAGE LESSON.

Copy, filling blanks with the right words, selected from the three at the head of the lesson.

too, to, two.

1. I saw — boys who were —
lazy — study.

2. — much cake is apt — make
one ill.

3. — dollars are — much —
give for — hours' work.

4. Jane is going — school, and I
am going —.

VI. CONCERT PHONIC DRILL.

To show the sound of intermediate *a* as in ask, it is marked by a single dot over it, thus—ä.

ä-s-k	p-ä-ss	p-ä-s-t	d-ä-n-çe
t-ä-s-k	g-l-ä-ss	l-ä-s-t	ä-n-t
f-l-ä-s-k	m-ä-ss	f-ä-s-t	m-ä-s-t

Write five words with ä, five with â, five with â. Many errors occur in the pronunciation of words with these sounds.

16. PAUL AT THE PIANO.

PRONOUNCING EXERCISE.

tĭp'ping	bŭmp	rĕ'al	tōes
him sĕlf'	pĭ ä'no	tŭne	hălf
vĭŝ'it orŝ	thŭmb	hour	eomb
e nouĝh'	touch	Paul	tĭ'dy

1. Now here is Paul, the dear boy; how could he climb up on this tall stool, without tipping over and giving his head a bump?

2. He cannot touch his toes to the floor, so must curl them around the stool to hold himself on.

3. His little visitors, James and Rose,



have come in to hear him play his tunes. He is singing, too. Do look at his mouth, wide open.

4. Rose has her doll in her hand, and has come to stay half an hour with Paul.

5. When he is older, he will learn to play real tunes, and will comb his hair, before going to the piano to show what he can do.

6. His mamma likes to see her little boy neat and tidy, so she bought him a knife to clean his nails.

7. The first thing he did was to cut his thumb. Next, he stuck his knife-blade into his knee.

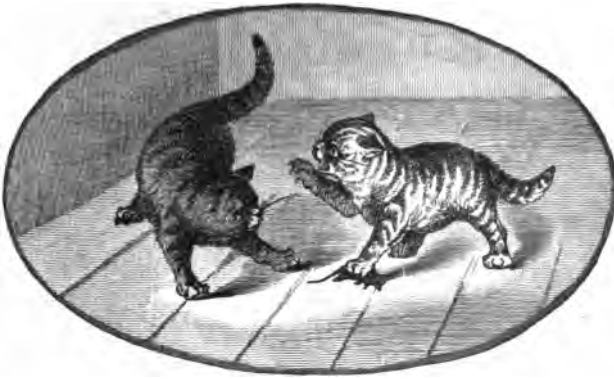
8. Papa said: "Paul is not old enough to have a sharp knife, so you must give him scissors, or a very dull knife, until he is older and more careful.

WORDS TO BE SPELLED. Dictate from the lesson: dear, visitors, knife, tipping, tunes, thumb, giving, half, enough, toes, hour, scissors, touch, comb, hair, until.

17. THE QUARRELSOME KITTENS.

Let each pupil memorize one stanza, and recite it.

1. Two little kittens,
 One stormy night,
 Began to quarrel,
 And then to fight.
2. One had a mouse,
 The other had none;
 And that's the way
 The quarrel begun.



3. "*I'll* have that mouse,"
Said the bigger cat.
"*You'll* have that mouse?"
We'll *see* about that!"
4. "*I will* have that mouse,"
Said the eldest son:
"*You sha'n't* have the mouse,"
Said the little one.
5. The old woman seized
Her sweeping broom,
And swept both kittens
Right out of the room.
6. The ground was all covered
With frost and with snow:

The two little kittens
Had nowhere to go.

7. So they lay and shivered
On a mat at the door,
While the old woman
Was sweeping the floor.

8. And then they crept in,
As quiet as mice,
All wet with the snow,
And as cold as ice.

9. And found it much better,
That stormy night,
To lie by the fire
Than to quarrel and fight.

WORDS TO BE SPELLED. Dictate from the lesson:
kittens, quarrel, I'll, sweeping, fight, you'll, snow,
mouse, nowhere, none.

PRONOUNCING REVIEW. Require the pupils to write
and pronounce the following words:

Silent gh.

high

straight

bright

fright

delight

right

Silent b.

climb

thumb

cumb

lamb

comb

limb



18. PLAYING HORSE.

PRONOUNCING EXERCISE.

châir	tûrned	un lëss'	eär'pet
dōors	stëpped	sûre'ly	'pull'ing
world	fël'lōws	Hën'ry's	weâr'ing

1. These little fellows think they are having the best time in the world.

2. Their mother is away from home and they are playing horse on her fine carpet.

3. Willie has hold of Henry's feet, and is pulling him around in a chair.

4. Henry is the driver, Willie is the horse, and the chair is for the wagon.

5. See, they have turned the stool over, and it is right in the way. Willie stepped over it, but I am much afraid Henry will get hurt.

6. The chair legs are caught in the carpet, and, unless Willie stops at once, the wagon will tip over, and down Henry will go.

7. If he should fall on the stool, it would surely hurt him. How frightened he looks! I think Willie knows that the chair is caught, and if he does, he will stop.

8. I think their mother will tell them that when they want to play horse, they should go out of doors.

WORDS TO BE SPELLED. Dictate from the lesson: these, stepped, fellows, unless, world, surely, chair, wearing, wagon, pulling.

SLATE WORK. Copy the fifth and sixth paragraphs on your slate, and bring them into the class.

VII. CONCERT PHONIC DRILL.

To show the sounds of *e*, it is marked as follows: long *e* by a *macron*; short *e* by a *breve*; *e* as in *her*, with a *wave* or *tilde*, thus—*ē*; and *e* when it has the sound of long *a*, by a line under it, thus—*e*. Follow directions at close of first exercise.

ē-ve	ě-nd	h-ē-r	th-ey
m-ee-t	b-r-ěa-d	ē-rr	v-ei-l
m-ēa-t	th-r-ěa-d	ēa-r-n	ei-ght

19. ONE THING AT A TIME.

1. Work while you work,
Play while you play:
This is the way
To be cheerful and gay.
2. All that you do
Do with your might:
Things done by halves
Are never done right.
3. One thing each time,
And that done well,
Is a very good rule,
As many can tell.
4. Moments are useless,
Trifled away:

So work while you work,
And play while you play.

M. A. STODART.

VIII. CONCERT PHONIC DRILL.

To show the long sound of *i* it is marked by a *macron*; short *i* by a *breve*; the sound of *i* as in *sir*, equal to *e* as in *hēr*, with a wave; and *i* equal to long *e*, by two dots over it, thus—*ī*.

ī-çe	ī-n	s-ī-r	v-a l-ī-se'
l-īe	ī-n-ch	th-ī-r-d	m-a çh-ī-ne'
d-īe	p-ī-n	b-ī-r-d	p-o l-ī-ce'

2

LANGUAGE LESSON.

Put the following words into the sentences, copying all on your slates.

good small every think
pears eat which

1. This _____ boy has a _____ dog.
2. I _____ I can spell _____ word.
3. Apples and _____ are _____
to _____.
4. _____ do you like best?



20. BLOWING SOAP-BUBBLES.

PRONOUNCING EXERCISE.

blōw'ing	ōff	eōl'ors
beaū'ti fūl	tāk'en	thrōwn
būb'bles	wā'ter	bōt'tom

1. Here is little Johnnie blowing soap bubbles. How happy he looks!

2. He has just come from school. He has thrown his bag of books down on the walk, and is as busy as a bee.

3. It is a warm day, and he has taken his hat and coat off, and thinks he will have a good time.

4. Look at the dish of soap-suds. He has been blowing into that, and it is running over with bubbles.

5. What a large one he has now! See the little drop of water on the bottom of it. It will soon break, and there will be nothing left but a few drops of water.

6. Did you ever blow soap-bubbles? When you do, if you will look close, you will see on a large one, all the colors of the rainbow.

7. Sometimes you can see small pictures of the houses and trees near by, just as they appear in a looking-glass. only smaller and more beautiful.

8. When the bubbles are just the right size, if you hold the pipe high. you can shake them off, and blow them up in the air, or let them fall upon a cloth or carpet, and they will roll some time before they break.

WORDS TO BE SPELLED. Dictate from the lesson:
 soap, few, bubble, colors, thrown, glass, coat, bottom,
 beautiful, high.

IX. CONCERT PHONIC DRILL.

To show the long sound of *o*, it is marked by a *macron*; the short sound of *o* by a *breve*; *o* equal to long *ō*, by two dots under it, thus—*o*; *o* equal to short *u*, by one dot over it, thus—*ō*.

ō-l-d	ō-n	m- <i>o</i> -ve	ô-r	s-ō-n
e-ōa-t	ō-dd	p-r- <i>o</i> -vè	n-ô-r	d-ō-ne
e-ōa-l	p-ō-d	l- <i>o</i> -se	f-ô-r	t-ō-n

21. FRANK'S DOG STORY.

PRONOUNCING EXERCISE.

fōre'head eūd'dle stō'ries ōth'er fight
 wrīnk'les rūbbed chūb'by a lōng' měant

1. Frank and I used to love each other dearly; for, when I was tired, he would put his arms around my neck and give me a kiss.

2. When he was tired, I would cuddle him close up to me, and tell him stories, till his eyes would shut tight, and I knew he was fast asleep.

3. One day I said to him, "Frankie, I have told you so many stories, that I cannot think of another. I should think you might tell me a story."

4. "I will," said my little four-year-old. So he stuck his chubby fists into his eyes, rubbed his curly hair all into a friz, and made his forehead full of wrinkles, as some men do when they try to think.

5. Then he began: "Once upon a time, a man had two little black doggies; then a great, big black dog came along; and then there was a wow!"

6. I thought that was a good story for so small a boy to tell; but what do you think he meant by a "wow?" Did he mean a *row* such as bad boys have when they fight, or only a pleasant bow-wow?

WORDS TO BE SPELLED. Dictate from the lesson: love, meant, stories, pleasant, tight, asleep, forehead, four, rubbed, year.

ORAL EXPRESSION. Ask your pupils to tell you something about their own dogs, or to tell some story they have heard about a dog.

22. A FLOWER FOR MOTHER.

PRONOUNCING EXERCISE.

trîp'ping	lîved	eoûn'try	beau'ty
seôrch'ing	sprăng	eôt'tage	re çeîvé'
fôr'ward	eră'dle	hědg'es	bôn'net

1. Lilly lived in the country. All around her father's cottage there were green fields and pretty lanes.

2. Under the hedges, a great many flowers grow in summer, and Lilly was never so happy as when she was picking them.

3. One bright morning, Lilly's mother told her that she might go into the fields and pull some flowers.

4. Putting on her bonnet to keep the hot sun from scorching her head and face, Lilly gave her mother a kiss and bade her good morning.

5. Then she went to the cradle, where her baby brother was kicking up his heels, and kissing him, told him to be a good boy, for she would bring him a pretty flower.

6. Tripping lightly out of the house with a basket on her arm, she ran up the lane singing:

“Buttercups and daisies,
Oh, the pretty flowers!”



7. Through the gate she went into a field, and began to pick the flowers, singing to herself all the time.

8. When she had filled her basket, she sat down under a tree to rest.

9. On her way home she saw one flower larger and prettier than any she had seen that day.

10. "Oh, what a beauty!" she cried, as she sprang forward and carefully pulled it.

11. "I will take this to mother." And away she ran, holding it up, as you may see in the picture.

WORDS TO BE SPELLED. Dictate from the lesson: cottage, herself, filled, hedges, basket, bade, lightly, heels.

SLATE WORK. Copy verses ten and eleven on your slates, observing all the marks carefully.

X. CONCERT PHONIC DRILL.

To show the sounds of *u*, it is marked as follows: long *u* by a *macron*; short *u* by a *breve*; *u* as in *ûrge* by a *circumflex*, thus—*û*; *u*, with the sound of long *oo*, as in *mōon*, by two dots under it, thus *u̇*; and *u* when it has the sound of short *oo* as in *bōok*, by one dot under it, thus—*u̇*; as pull.

Spell by sound, and copy with markings.

û-se	û-p	r-û-le	û-r-ge	p-û-ll
m-û-te	e-û-p	t-r-ue	h-û-r-t	p-û-t
m-û-s-t	s-û-n	s-eh-ōō-l	û-r-n	p-û-sh



23. MAKING A RACKET.

PRONOUNCING EXERCISE.

grūm'ble	jäck'et	ěmp'ty	eoŭp'le
trūmp'et	räck'et	ehōr'us	whăck
rënd'ing	skŭr'ry	elăt'ter	păck'et

1.

What does it take to make a racket?
 Two small boys in pants and jacket;
 An empty room and a bare wood floor;
 A couple of sticks to bang the door;
 A chair or two to break and to swing;
 A trumpet to blow and a bell to ring;

2.

A stamp and a tramp like a great big man,
And when you can get it, an old tin pan;
A flight of stairs for a climb and a tumble;
A nursery maid to growl and to grumble;
A chorus of howls, and a cry, and shriek,
To drown your voice if you try to speak;

3.

A dozen good blows on knees and back,
Each one coming down with a terrible whack;
A couple of falls, rending buttons and thread;
And one good bump on the back of the head;
A rush and a skurry; a tear and a clatter;
A mamma to cry, "Now what is the matter?"

4.

You take these,
And shake these,
And put in a packet,
And you'll have just the jolliest kind of a racket!

5.

Of course, I am bound to confess,
You can manage to make it with less,
And still have a very good show,
By the plan which is given below:

6.

You can leave out the room and the floor,
The bumps and the bangs on the door;

The bell, and the sticks, and the stairs;
The trumpets, the howls, and the chairs;
The whack, and the fall, and the rise;
The shrieks, and the groans, and the cries;

7.

Mamma, and the pan, and the tramp;
The nurse, and the growl, and the stamp;
But *one* thing you *must* have, however you get it,
(Or else if you don't, you will sadly regret it—
For remember my words—if you happen to lack it,
You never can have the least bit of a racket),—
And that is, *two small boys in pants and in jacket!*

3

LANGUAGE LESSON.

Copy the sentences and fill the blanks with the proper words from this list.

good	bad	cold	warm
large	small	light	heavy

1. Gold is very —, but feathers are —.

2. In summer it is —; in winter it is —.

3. A — book is often better than a — one.

4. Who would not be a — child rather than a — one?

XI. CONCERT PHONIC DRILL.

To show the sound of long *oo* it is marked by a *macron*, thus—*ōō*; short *oo* by a *breve*, thus—*öö*. The sound of *o* as in *move* is an equivalent of long *ōō*; and *u* as in *full* of short *öö*.

Spell by sound and copy with markings.

m- <i>ōō</i> -n	m- <i>ö</i> -ve	b- <i>öö</i> -k	p- <i>ü</i> -t
s-p- <i>ōō</i> -n	l- <i>ö</i> -se	l- <i>öö</i> -k	p- <i>ü</i> -ll
b- <i>ōō</i> -t	p-r- <i>ö</i> -ve	t- <i>öö</i> -k	p- <i>ü</i> -sh

24. FLYING-SQUIRRELS.

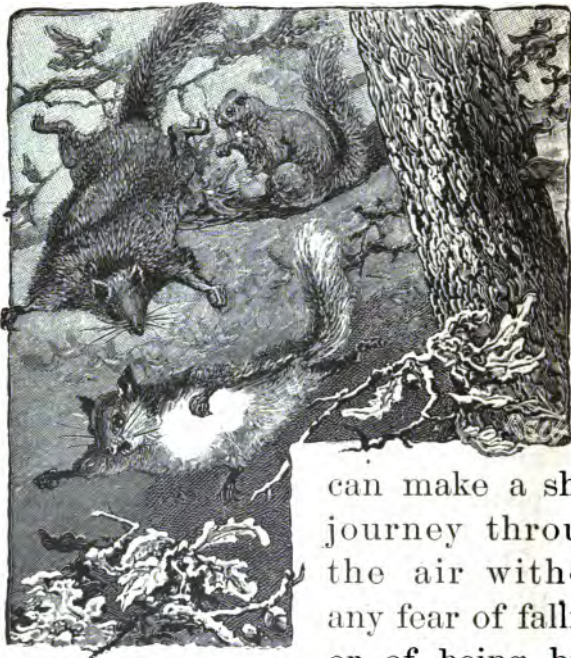
PRONOUNCING EXERCISE.

A mēr'i ea	squir'el	snūg	In'di a
strētch'ed	för'ests	twīgſ	fôrmed
eöm'mon	güärd'ed	a mīd'	dīs'tance
eom plēte'ly	sup ply'	ā'cornſ	Eū'rope

1. Do you see these squirrels sitting on the branch of a tree? They are called "flying-squirrels." Do you know why?

2. They are called flying-squirrels because they can leap through the air a distance of twenty or thirty feet at a time. Look at the picture, and you will see them flying from the branch to the ground.

3. The flying-squirrel does not have wings, like a bird; but its body is so formed that when stretched out, the little thing



can make a short journey through the air without any fear of falling, or of being hurt.

4. The flying-squirrel is found in the forests of the far North, both of Europe and of America. There is also a kind found in India.

5. Like the common squirrel, it lives on nuts and acorns; and like it, also, it

stores away in some safe spot a supply of food for winter.

6. It builds a nest, too; but it is not a small nest like a bird's. It is a large and airy place. One curious thing about the flying-squirrel is, that it is not content with one nest. It builds both a summer and a winter house.

7. Both are built of twigs and dried grass, but the winter nest is made much stronger, and is better guarded from wind and rain. It is completely covered in and made water-proof, so that the little creature lies snug and cozy amid the storms of winter.

WORDS TO BE SPELLED. Dictate from the lesson: squirrels, twenty, supply, flying, thirty, curious, leap, because, stretched, both, journey, guard, air, forest, airy, complete.

SLATE WORK. Copy all the *words to be spelled* in the last four lessons, on your slates.

ABBREVIATED EXPRESSIONS.

I'd—*used for* I would. O'er—*used for* over.

He'd—*used for* he had. Do'n't—*used for* do not.

I'm—*used for* I am. They're—*used for* they are.

25. THE STORK AND THE SNAKE.

1.

An old mother stork that was marching around,
Saw a snake, crawling slowly along on the ground;
She gazed on her children with motherly pride,
Then bade the poor snake from her presence to
hide.

2.

"You vile-looking creature!
how dare you come near,
To fill my poor children with
trembling and fear?
A thing without legs, crawl-
ing low in the dirt!
I'd crush you, but know that
your biting would hurt."

3.

The snake curled his tail,
and lifted his head
From the sun-heated sand
where he'd chosen his
bed;
"Good lady on stilts there,
I wish you good cheer,
Though I'm sure that no-
body invited you here."



4.

"Now don't you stand gazing, but just run along
And see to your children—they're not very strong;
Don't fall, or 't will hurt you, you stand up so high,
But falls do not hurt those who walk low, or lie."

5.

The very next day, met the
stork and the snake:
What wonderful changes a
short time can make!
With leg badly broken,
the stork hopped around,
While the snake nimbly
slipped o'er the grass-
covered ground.



6.

"Ha! ha! Mrs. Stork," then
he laughed, "may I beg
To know what has injured
your beautiful leg?"
"A cruel young fellow threw
at me a stone,
And striking my leg, it broke
the frail bone."
"Ha! ha! the same boy
threw at me," said
the snake;
"But you see, Mrs.
Stork, I had no legs
to break."

26. HOW PETE GOT A LESSON.

PRONOUNCING EXERCISE.

buŷ	pār'rot	nār'rōw	frīsk'ing
eūrl'y	hăb'it	bärk'ing	mīs'chief
po lite'	pōōd'le	mīs'tress	pēr mīt'ted
ōwn'er	rīb'bon	pērched	New Or'le ans

1. Bessie Berry was the proud and happy owner of a small, white, curly poodle dog named Pete.

2. He was a favorite with all who knew him, for he was as gentle and loving as a child, and in many ways quite as wise.

3. However, he had one bad habit, of which his little mistress, who was a very polite child, had tried in vain to break him.

4. When visiting with her, he would not lie quietly at her feet, until he had examined everything in the room which he could touch with the tip of his nose. One day Bessie was sent to the store to buy some ribbon for her mamma.

5. Pete as usual went with her, showing his pleasure at being permitted to share in the errand, by barking and frisking all the way.

6. No sooner had they entered the store than Pete, as usual, began running around and putting his nose into everything he could reach.

7. "Here Pete, come and stand still beside me," cried Bessie to him, afraid that he might do some mischief and get scolded.

8. But Pete refused to hear her: he had trotted behind a counter in the back part of the long room, and was, at that moment, the busiest dog in the city.

9. He was just in the act of touching what looked like a narrow wooden box, painted white, when a strange, harsh voice above him cried, "Get out, you dog, get out. You're black, you're black."

10. Quickly looking up, he saw a large bird covered with bright red, blue, green, and yellow feathers, sitting a-top of a high perch which the box held in place.

11. Pete was so scared at hearing a bird talk, that with one long howl, he



rushed into the street and fled for home as fast as his little legs could carry him. Bessie could never coax Pete to enter that store again.

WORDS TO BE SPELLED. Dictate from the lesson: owner, errand, busiest, behave, habit, sooner, polite, city, reach, wooden, everything, mischief, painted, usual, trotted, scared.

COMPOSITION. Write a little story about a dog, and bring it into the class to read.

27. TWO MEN ON THE ICE.

PRONOUNCING EXERCISE.

spāce	lōose	a wāre'	dān'ger
sīg'nal	drift'ing	slīp'per y	nō'ticed

1. Once two men were hunting on the ice for seals. They got upon a large piece of ice near the shore, and walked about with guns in their hands, ready to kill any poor seal they could find.

2. After many hours they killed a large fat seal, and were preparing to return home. Suddenly they became aware that the ice on which they were, was moving, and was carrying them away out to sea!

3. They found that there was a large space of clear water between them and the shore. The ice had broken loose, and had been drifting away for some time, although they had not noticed it. Already they were too far from land to get back.

4. They became greatly frightened, as

they had no boat with them. They knew not what would become of them, and began to fear that they should die from hunger and cold.

5. The ice was so very slippery, that when it began moving up and



down with the waves, they were in great danger of sliding into the sea.

6. The poor men were driven about for many days, thinking every day would be their last. They had lost all hope, when one morning, to their great joy,

they saw a ship in the distance. One of them held up his coat as a signal, and a boat was sent to bring them off. They were so weak, from want of food, that they were hardly able to stand.

4

LANGUAGE LESSON.

Copy this on your slate, making a little story of it. Try to put in the missing words.

Two — boys were playing — right in the — of the street. A — which was running — came very — running over —. But they — to the side of the —, climbed over the —, out of danger.

28. WHAT THE BOYS WOULD BE.

PRONOUNCING EXERCISE.

yărn	dœ'tor	lăw'yer	côm'forts
plēad	jüst'ice	wid'ōws	stōōp'ing
ōf'fice	hōn'est	shăb'by	blăck'smith

1. Four or five little boys were talking one night about what they would

do when they grew up. One asked the tallest of them:—

2. "What are you going to be when you become a man, Willie?" "A lawyer," said he; "what should we do if there were no one to give us justice?"

3. "Yes; but lawyers don't always do what is right. I have heard that some of them plead for those who can give them most money," said Charlie.

4. "Well, but I'll not do that," said Willie. "I'll look out for widows and orphans, and help them, and see that nobody cheats them. But what are you going to be, Charlie?"

5. "Oh, I'm going to be a doctor, so that I may ride day and night. I'll keep four nice fresh horses,—not like Dr. Gray's shabby ones." At this, little Jamie sprang up and cried: "Please, brother Charlie, let me shoe all your horses, for I'm going to be a blacksmith."

6. The boys laughed; and Willie said, "I shall never be ashamed of you, Jamie,

if you are a good, honest blacksmith; but you must always wash your face and hands before you visit me at my office."

7. "Oh yes, I will," said little Jamie, quite pleased. "Well, then," said Willie, "it is settled that papa is to have a lawyer, a doctor, and a blacksmith in his family."

8. All this time grandma was busy with her stocking, and at her feet sat Harry, the pet, sticking pins into her ball of yarn. "Here," said grandma, "is one who has not told what he is going to be."

9. "Oh no," said Willie, stooping down and taking Harry up in his arms. "What are you going to be when you're a big man like papa?" Harry put his arms around Willie's neck, and said: "When I'm a big man, I'll be—I'll be—I'll be kind to my mother."

10. "Darling boy," said his grandma, "that is best of all. Willie and Charlie may be great men, and yet be no com-

fort to their parents, unless they are also loving and kind."

WORDS TO BE SPELLED. Dictate from the lesson: asked, nobody, grandma, lawyer, cheats, plead, shoe, stooping, windows, office, orphans, honest, papa.

XII. CONCERT PHONIC DRILL.

The sound of long *y* is the equivalent of *i*; short *y*, of *i*.

Spell by sound and copy the markings.

m-ȳ	m-ī-ne	h-ȳ-mn	l-ȳ-mb
d-ȳe	d-īe	l-ȳ-n-x	w-ȳ-n-k-s
th-ȳ	th-ī-ne	m-ȳ-th	p-ȳ-th

29. THE LITTLE ORPHANS.

PRONOUNCING EXERCISE.

ěmp'ty	down'y	chĭck'enŝ	hōme'less
re plȳ'	o' elōck'	queer'est	fěath'erŝ
ěld'est	fěrn'e ry	brōōd'ed	mō'ment

Require each pupil to memorize a stanza or more of this, for recitation, until it is all learned.

1.

Six downy chickens, standing in a row,
Homeless little orphans, knew not where to go.
Who had killed their mother? That I cannot say,
But I know they found her, at five o'clock that day.

2.

"Peep," said the eldest, "peep," the other cried,
And to find their mother, all in vain they tried.
Susie heard them calling, ran to ask them why,
But her eyes that moment made their own reply.

3

Tender-hearted Susie tried to hide a tear,
Saw her mother's fernery, standing empty near,
In it placed the chickens, and above them spread
A nice warm feather duster, when they went to bed.



4.

Six little chickens, fast asleep and warm,
Underneath the feathers, safe from every harm,
There each night they brooded, until almost grown;
That was the queerest mother, I have ever known.

WORDS TO BE SPELLED. Dictate from the lesson:
o'clock, vain, spread, queer, feather.

XIII. CONCERT PHONIC DRILL.

I. Breathing Exercise.

II. Sound ā, ä, a, ă. (1) Whisper. (2) Low. (3) Loud. (4) Very loud.

III. Inhale slowly; then give the sound of long ō, prolonging it as long as possible; the sound of ä; of ē.

30 MRS. DAISY AND DR. DON.

PRONOUNCING EXERCISE.

cloud'y	ānx'ioŭs	mam mǎ'	tī'ny
fēv'er	shāk'ing	bow'ing	grāve'ly
ēār'riage	cōōk'ies	nōd'ded	nǎp'kin
swal'lōws	dressed	knōcked	replied'

1. Don and Daisy Dingle were playing with dolls one cloudy morning. Daisy was mamma, and Don was the doctor.

2. Two of Daisy's dolls wore long night-dresses; one lay in the cradle, and one she held in her lap. Little mamma looked very anxious, while Dr. Don felt the pulse, holding a tiny watch in his hand.

3. "O, Doctor," said Daisy, "are my babies very sick?" "Very," replied Dr. Don, "I shall have to give them pills every hour."



4. "O, my poor babies! Is it fever, Doctor?" asked Daisy. Dr. Don looked wise, and shaking his head, slowly said: "Both your babies, Mrs. Daisy, have red fever bad. I will bring you some pills." Bowing gravely, Dr. Don went off for the pills.

5. Betty, the cook, was kind to the children, and gave Don some bread and

helped him roll some pills. Don said they must be rolled in sugar, or the sick babies could not take them.

6. Betty gave him some cookies too, which the little doctor rolled up in a napkin. The pills he put in a box. He then knocked at the nursery door. Mrs. Daisy opened it quietly. Dr. Don asked: "Are the babies asleep?" Mrs. Daisy nodded her head.

7. Dr. Don opened the napkin and gave Daisy a cooky, saying: "I fear you will take the fever, Mrs. Daisy, if you don't eat this medicine. I may take the fever; so we will both eat some."

8. "O," says Mrs. Daisy, "my babies are awake." Dr. Don at once opened his pill-box, and gave Mrs. Daisy a pill for each. The babies seemed to take them, but I think Mrs. Daisy swallowed them.

9. Dr. Don said: "They must take a drive at once." Babies were quickly dressed, helped into the doll-carriage, and taken to grandpa Dingle.

10. Daisy told grandpa that Don was a good doctor, for his pills had cured her babies of "red fever." Grandpa said that next time he was sick he should send for Dr. Don, and Mrs. Daisy must be his nurse.

WORDS TO BE SPELLED. Dictate from the lesson:
cloudy, helped, doctor, sugar, quietly, cradle, napkin,
opened, knocked, fever, gravely, nursery.

5

LANGUAGE LESSON.

To be copied on the slate, the blanks to be filled from
the words given in the list below.

need friend company quarrels light

*Better be alone than in
bad_____.*

*A bad workman_____ with
his tools.*

Many hands make_____ work.
A friend in_____ is a_____ indeed.

New York.

My dear Mother:

Our teacher wishes us to write a letter to some one, to read in the class. So I am going to write to you.

I am now in school where I study Reading, Spelling, and Arithmetic. Besides all these, I write and draw, and am trying to learn to sing.

If I get my lessons well, and I try to, it keeps me very busy. Please write me a letter.

Your loving Son,
James.

XIV. CONCERT PHONIC DRILL.

Review vowels, first giving clearly the sound of the letter alone, then pronouncing the words forcibly.

ā	ā-le,	āi-m	ī	ī-n,	p-ī-n
ä	ä-rm,	ä-rt	ō	n-ō,	ō-ld
aj	aj-ll,	l-ajw	ö	n-ö-t,	ö-n
ǎ	ǎ-t,	ǎ-nd	o	m-o-ve,	m-ōō-n
â	e-â-re,	âi-r	ū	ū-se,	m-ū-te
à	à-sk,	t-à-sk	ũ	ũ-p,	t-ũ-b
ē	m-ē,	ēa-t	û	û-r-ge,	b-û-rn
ě	ě-nd,	m-ě-t	u	p-u-t,	f-ōō-t
ē	h-ē-r,	ēa-rn	oi	oi-l,	b-oy
ī	ī-ce,	m-ī-ne	ou	ou-t,	n-ow

31. THE WISE OLD HORSE.

PRONOUNCING EXERCISE.

mēad'ōw Fān'ny per hāps' an ōth'er
 al'wāys to gēth'er pre tēnds' rāil'road
 hītched pāst'ūre cāre'ful her sēlf'

1. Let me tell you a true story of a horse I know, named Ben. When Ben was young, he had black hair, but now he is old, he is gray and homely, and people who do not know how wise he is, think he is only an old farm horse.

2. Ben has a sister named Fanny, and she, too, is old and gray, but, worst of all, she is blind. In some way, Ben has found this out, and he takes great care of his poor blind sister.

3. If she goes into a corner of the fence, Ben is afraid she will hurt herself, so he gets between her and the fence, and crowds her out.

4. If strange horses are put into the lot with them, Ben will keep between Fanny and the other horses.

5. If he and Fanny are hitched together to the wagon, he tries to draw the whole load, and when Fanny tries to pull hard, Ben pretends to bite her, as much as to say, "You keep back, Fanny; *I* am able to draw this load."

6. But if another horse is hitched to the wagon with Ben, he does not pull well, but seems to say, "I am old and stiff, so I will not draw more than my share."

7. If you will think about this story, perhaps you will find some good things

that you might learn from the old farm horse, Ben.

WORDS TO BE SPELLED. Dictate from the lesson: people, stranger, together, another, blind, stiff, share, corner, crowds, perhaps, hitched, while.

6

LANGUAGE LESSON.

To be copied on the slate, the blanks to be filled from the words given in the list below.

yourself	stitch	nine	never
done	do	tongue	

A _____ in time saves _____.

If you _____ a thing _____, you know it is _____.

Kind words _____ blister the _____.

XV. CONCERT PHONIC DRILL.

I. Breathing Exercise. Inhale and exhale slowly, five times.

II. Sound the long vowel sounds, *ā, ē, ī, ō, ū*, five times in succession. (1) In a whisper. (2) Softly. (3) Loudly. (4) Very loudly.

III. In the same manner, the short vowel sounds, *ă, ě, ĩ, ȝ, ŭ*.

32. THE HUMMING-BIRD AND THE BUTTERFLY.—A FABLE.

PRONOUNCING EXERCISE.

hōme'ly	re mēm'ber	eăt'er pīl lar
flūt'ter ing	frīend	ex elāimed'



1. One day a beautiful humming-bird met a pretty butterfly fluttering over some flowers in the garden.

2. "I would like to have you for a friend," said the little bird. "But you once called me a homely worm," exclaimed the butterfly.

3. "I am sure I don't remember it," said the humming-bird. "You called me names," replied the butterfly, "when I was a dull-looking caterpillar, and now I prefer not to have you for a friend."

WORDS TO BE SPELLED. Dictate from the lesson: flowers, remember, prefer, friend, exclaimed, worm, homely.

33. THE CATERPILLAR.

PRONOUNCING EXERCISE.

bough	flīt'ting	bŭz'zing	sōme'thing
crawl,	spī'der	tŭg'ging	ān'swered
ēarn	yēl'lōw	splēn'did	bŭt'ter fly

Have this memorized for recitation; it can be used in dialogue.

1. "Caterpillar, caterpillar,
On the apple bough,
Tell me how you get your living,
Do you earn it, now?"
2. "Earn my living!" answers he;
"What a thing to ask of me!
I for work was never made;
Spinning is the spider's trade.

3. "Tugging ant and buzzing bee,
Toiling all the day I see,
I was born for higher things;
Soon on red and yellow wings,
You will see me flitting by,
As a splendid butterfly.
4. "Work is something, I am sure,
That I never could endure;
I can crawl, and I can eat
Apple leaves, when fresh and sweet,
And a pleasant place for me,
Is this green, young apple-tree."
5. "Caterpillar, caterpillar,
On the apple bough,
If you only earned your living,
I would spare you now.
6. "What though apple leaves are sweet,
Those who work not, should not eat;
And you never more shall be
On my nice, young apple-tree."

WORDS TO BE SPELLED. Dictate from the lesson:
apple, trade, bough, earn, toiling, answer, spinning,
ant, leaves, buzzing.

I. PHONIC DRILL.

To show that *c* has the sound of *k*, it is marked by a short line through it, thus—*e*; to show the sharp sound of *s*, it is marked by a *cedilla*, thus—*ç*.

<i>e</i> = <i>k</i>

<i>ç</i> = <i>s</i>

e-*ā*-me*e*-*ă*-t*ç*-*ě*-n-t*i*-*çe**e*-*ä*-r*e*-*â*-re*f*-*ā*-*çe**m*-*ī*-*çe**e*-*a*-ll*e*-*ō*-l*l*-*ā*-*çe**s*-*ī*-n-*çe*

SPELLING MATCH. Let the pupils choose sides. Require each pupil, in turn, to give and spell the name of some article of food. Allow no word to be repeated, and require each pupil that fails to give a word, or misspells a word, to be seated.

34. THE BROWN BEAR.

PRONOUNCING EXERCISE.

climb'er

gnaws

scōops

creeps

snūg'ly

wāk'enŝ

eōats

thick

blānk'ets

1. The brown bear lives in the woods. He is a good climber, and likes to make his home in a hollow tree. He is very fond of wild fruits, of which he finds plenty in the forest.

2. He is also fond of honey, and robs the hives of the wild bees. The wild bees make their hives in hollow trees, and the brown bear finds them out by the smell of the honey.

3. When he finds a hive, he climbs the tree, and for hours and hours he gnaws the bark and the wood, till he makes a hole large enough to let his paw in.

4. There, in spite of the stings of the bees, he thrusts in his paw, and scoops out lumps of the comb with the honey in it. Nor does he stop till he has robbed the poor bees of all their store.

5. When winter comes, the bear creeps into a hole or cave under the thick trees. There he makes for himself a bed of leaves and twigs; and when the snow comes, it covers him, and he lies snugly hid beneath it. He closes his eyes, and sleeps during the rest of the winter.

6. In spring he wakens up again, and begins once more to roam about the woods.



7. Men go to the forest to hunt the bear. They wish to get his skin to make coats, and blankets, and muffs. They also eat his flesh, and make oil from his fat.

When the reading lesson has been studied copy these sentences and fill the blanks with the proper words.

The — bear is a good —. He is — of honey. He — the — and — until he makes a — large — and then puts — paw in and gets the —.



35. SPRING.

PRONOUNCING EXERCISE.

they're	show'ers	raise
vales	hill-sides	tiny
	sleep'ing	

1. Merry spring, will you bring
Back the little birds to sing?
I am sad, make me glad,
Gentle, laughing, merry spring.
2. Winter's snow soon will go
From the hills, and vales below;
Then your showers will make the flowers
Over all the hill-side grow.
3. Mother said they're not dead,
Only sleeping in their bed;
When spring rain comes again,
Each will raise its tiny head.

Copy the words that rhyme; as, bring, sing, etc.



36. "I AM OLD NOW."

PRONOUNCING EXERCISE.

rěad'y	gǎl'lop	stěad'i ly	to gěth'er
fiělds	bis'euit	fā'vor ite	cǎrry'ing
sěrved	al'wāys	de sěrvē'	whət ɛv'er
sēized	wīshed	bēat'en	hǎnd'sōme

1. I am an old dog now, and not of much use; but still my master is very kind to me, for he knows that I served him well when I was young and strong.

2. I remember when he was a very little boy, how we used to play together in the fields. Many a gallop we had over the green grass.

3. He was always kind to me, and never beat me. He knew that I did not deserve to be beaten, for I was always ready to do whatever my young master wished.

4. I did my best to learn; and when he was teaching me anything, I looked up into his face, and tried all I could to find out what he wanted me to do. When I once knew a thing, I never forgot it.

5. I used to trot to school with him, and then run home. He is a big boy now, but I dare say he remembers how I used to run to meet him when I saw him coming.

6. He often gave me his bag of books to carry for him; and I was very proud when he did so, and walked home by his side, carrying it steadily all the way.

7. My master's name is George, and he had a little sister, named Edith. Well, Edith one day was sitting out on the grass. She had a biscuit in her hand, and was busily eating it.

8. A large hungry dog saw her, and came running up to seize the biscuit. I was lying behind a bush near Edith, and when I saw the strange dog coming, I leaped up to defend her.

9. He flew at Edith and tried to get the biscuit; but I seized him by the neck and dragged him away. We had a fierce fight, but in the end I conquered him.

10. Edith's cries soon brought her mother out; and when she saw that I had saved the little girl from being hurt, she was greatly pleased.

11. She told George of it when he came home from school, and I became a greater favorite than ever. Since then I have had many happy years with my master. But, as I have told you, I am an old dog now, and cannot serve him as I used to do.

12. George has got a picture of me, and it hangs in his room. From it you may see how I looked when I was young. I was a handsome dog at that

time. If you had seen me then, you would hardly know me now.

13. I am very thankful for having so kind a master. It would be well if there were more masters like mine. My master says he will never forget a faithful old servant like me, though I am only a dog.

14. Bad boys sometimes throw stones at dogs, and torment them in a variety of ways. A good boy will always be kind to dogs as well as other animals.

WORDS TO BE SPELLED. Dictate from the lesson: master, forgot, faithful, served, proud, servant, seize, gallop, biscuit, fierce, always, busily, deserve, picture.

II. PHONIC DRILL.—SOUNDS OF CH.

To show that *ch* has the sound of *k*, it is marked with a short line, thus—*eh*; to show the sound of *sh*, it is marked with a *cedilla*, thus—*çh*; when it has the sound as in *child*, it is unmarked.

ch	eh = k	çh = sh
----	--------	---------

ch-ī-ld

ā-ehe

çh-āi-şe

ch-ōō-se

s-eh-ōō-l

m-a-çh-ī-ne

ch-âi-r

t-â-ke

sh-ee-p

37. FRETTING.

PRONOUNCING EXERCISE.

be cause' fret'ting praë'tice gën'tle man

1. "Now, then, children," a gentleman once said to a number of young people, "I have a rule to give you about fretting.

2. "It is a very short rule, but it is worth your while to remember it. Listen while I tell you what it is, and then try to practice it:—

3. "*Never fret about what you can't help, because it won't do any good; and never fret about what you can help, because if you can help it, you should do so.*"

4. "When you are tempted, then, to fret about anything, ask yourself, 'Can I help this?' If you can't, don't fret. All children should remember this little rule, and begin to practice it while they are young.

5. "Everybody in the world has trials; and the only way to be happy is, not to

be wishing for what we cannot get, but to be content with what God has given us."

WORDS TO BE SPELLED. Dictate from the lesson:
rule, fretting, practice, trials, content.

SLATE WORK. Write from memory the rule in the third paragraph.



38. PARTNERSHIP.

Commit to memory for recitation.

1.

You need not be looking round at me so,
She's my kitten, as much as your kitten, you know.
And I'll take her wherever I wish her to go!

2.

You know very well, that the day she was found,
If I had n't cried, she'd have surely been drowned,
And you ought to be thankful she's here safe and sound!

3.

She is only just crying because she's a goose;
I'm *not* squeezing her—look, now!—my hands are quite
loose;
And she may as well hush, for it's not any use.

4.

And *you* may as well get right down and go 'way;
You're not in the thing we are going to play,
And, remember, it isn't your half of the day.

5.

You're forgetting the bargain we made—and so soon!
In the morning she's mine, and yours all afternoon,
And *you* couldn't teach her to eat with a spoon!

6.

So don't let me hear you give one single mew:
Do you know what will happen, right off, if you do?
She'll be my kitten mornings and afternoons, too!

MARGARET VANDEGRIFT.

ORAL SPELLING. Dictate the words that rhyme.

LITTLE WORDS OFTEN MISSPELLED.

Copy these words on your slates.

very	city	lily	which	there
truly	pity	until	much	their

39. WORDS THAT DECEIVE.

PRONOUNCING EXERCISE.

án'swered	de çeive'	o'clöck'	a fraid'
ëv'ery thing	rëad'er	eöurse	worst

1. One day a man gave his son some wood to saw. The boy did not want to do such work; so after his father had gone away, he threw the saw down, and it broke.

2. "I did not break the saw," said the boy to himself; "it broke itself." He tried to deceive himself with words, but he knew in his heart that they were false words, and he was afraid to meet his father.

3. One day a mother said to her son, who had just returned from school, "It is six o'clock, and your school closes at four—where have you been, my boy?"

4. "O mother," said Ned, "when we play at ball, we forget everything else. We do not think of the time, or of coming home. Is tea ready?"

5. The boy's mother was deceived. Ned's answer led her to think that he had been playing with his mates. But he had not been playing at all.

6. He had been "kept in" by his teacher, because he had not learned his lessons. He did not like to tell his mother that. He wished her to think that he had been playing.

7. "What a shame and a sin it is for you to try to deceive your mother," said something in Ned's heart, as he sat down to his tea.

8. "I don't care," said the boy to himself, "I don't care. I did not tell a lie—I did not *say* that I was playing."

9. "But," said the voice, "you used words which make your mother think that you had been playing, and that was the same as if you had said so."

10. "I did not tell a lie," said Ned.

What do *you* think, my little reader? Did Ned tell a lie, or did he not? I am sure you will say—"Of course he did."

11. If we use words which are intended

to deceive, we tell a lie; and Ned's lie was a very bad one, for it looked so like the truth. A lie that looks like the truth is the worst kind of lie.

WORDS TO BE SPELLED. Dictate from the lesson: heart, truth, deceive, worst, false, wished, lesson, else.

SENTENCE MAKING. Write a sentence containing the word *lie*; one with the word *truth*.

III. PHONIC DRILL.

To show that *g* has the *hard* sound, it is marked by a line over it, thus—*g*o; to show the *soft* sound like *j*, it is marked with one dot over it, thus—*g*.

g hard

g soft = *j*

g-ō

d-ō-*g*

g-ī-ll

ā-*g*e

g-ē-t

l-ō-*g*

g-ēm

p-ā-*g*e

g-ō-t

m-ū-*g*

j-oy

s-ā-*g*e

40. TWINKLE, TWINKLE, LITTLE STAR.

Let each pupil learn one stanza and write it on the slate or blackboard from memory, observing punctuation and capitals.

1. Twinkle, twinkle, little star;

How I wonder what you are!

Up above the world so high,

Like a diamond in the sky.

2. When the glorious sun is set,
When the grass with dew is wet,
Then you show your little light,
Twinkle, twinkle, all the night.
3. In the dark-blue sky you keep,
And often through my curtains peep;
For you never shut your eye,
Till the sun is in the sky.
4. As your bright and tiny spark
Lights the traveler in the dark,
Though I know not what you are,
Twinkle, twinkle, little star!

7

LANGUAGE LESSON.

*To be copied on the slates, the blanks to be filled
by the phrases given.*

in the morning

up on the shelf

down by the brook

out in the field

The cows are _____.

Do you get up _____?

Put the books _____.

_____ I saw some flowers.

41. HOW ROY WENT A-FISHING.

PRONOUNCING EXERCISE.

I've	worm	nĭb'ble	prĭcked
rōōt	twine	jĕrked	cōaxed
trout	ŭn'ele	bāsk'et	fĭshed
	băck'ward		

1. Roy had fished in the ditch by the side of the road a great many times; but he had only a bent pin for a fish-hook, and a piece of twine for a line.

2. He never caught any fish there. When he was six years old, his uncle James gave him a real fish-hook and a line, and after a great deal of coaxing his mother said he might go down the cow-path to the brook and fish for trout.

3. Uncle James caught a great many trout in the brook. Alice wanted to go with Roy; and Roy, who is very kind to his sister, asked his mother to let her go.

4. Alice carried the basket—a pretty large one. Mary, the cook, told them to be sure and get it full of fish, so that she could fry them for dinner.

5. How proud and happy they were! Their mother could see them from the window all the time.

6. When they reached the brook, Alice sat down on a rock. Roy put a worm on the hook, and dropped the end of the line into the stream. But it was a long time before he got a bite. At last he thought he felt a nibble. "I've got one, Ally!" he shouted. "O, such a big fellow! You will have to come and help me pull him out!"

7. They tugged away on the line, and then they both fell backwards.

8. "There he is!" cried Roy. But when they got up and looked, it was not a trout at all. It was only a piece of a black root that broke off and gave them a tumble.

9. Roy tried again, and after a long while he felt another nibble. He jerked the line out so quickly that the hook caught in the back of Alice's dress. It pricked her shoulder so that she had half a mind to cry.

10. Roy could not get the hook out



of her dress, and they went home for their mother to help them.

11. Mary laughed at Roy a good deal. She told his uncle James, at dinner

time, that Roy caught the biggest trout she ever saw.

WORDS TO BE SPELLED. Dictate from the lesson: ditch, stream, uncle, twine, nibble, coaxing, shouted, trout, tugged, dinner, pricked.

8

LANGUAGE LESSON.

Sentences to be copied; the blanks filled from phrases given.

in his pocket

with a knife

with her mother

by careful study

We can improve _____.

George has a knife _____.

He cut his thumb _____.

Alice is walking _____.

IV. PHONIC DRILL.

When *s* has the *sharp* sound as in *sun*, it is unmarked; to show the *soft* sound like *z*, it is marked by a bar under it, thus—*s̄*.

s sharp

s̄ soft = *z*

s-ee

th-ī-s

ī-*s̄*

n-ō-*s̄*e

s-ā-y

k-ī-ss

h-ā-*s̄*

t-ō-e*s̄*

s-ā-me

s-ī-n-*ç*e

b-ū-*zz*

e*y*e-*s̄*

42. NEVER LOITER.

PRONOUNCING EXERCISE.

i'dling	dū'ty	loi'ter	fārm'er
pār'cel	asked	těmpt'ed	walked
quĕck'ly	whom	stōpped	wāst'ing
būt'ter flies	what ěv'er		

1. A little boy, with a parcel in his hand, was one day walking along a country-road. He had five miles to go, and the sun was very bright and warm. It was hard walking, and he was weary.

2. He heard the birds singing in the trees, and saw the butterflies flitting about. Everything tempted him to loiter by the way. Yet he walked along very quickly, thinking that the faster he walked, the sooner he would be at home.

3. As he went on his way, he heard a cart behind him. When it came up to him, the driver stopped, and, having found out where the boy was going, kindly asked him to jump up beside him.

4. The boy was very glad to do so; and as they drove along, the driver, a

good old farmer, began to talk with him. "Do you know why I asked you to ride with me?" said he. "No," said the boy.

5 "Well, then, my boy, let me tell you. I saw you walking along very fast and doing your duty, and so I asked you to ride. But if I had seen you, with that parcel in your hand, wasting your time playing or idling by the way, I would not have asked you. I like to help those only whom I see doing their duty."

6. Boys! think of what the old farmer said. Wherever you may be, whatever you may be doing, never idle or play when you have work to do.

7. Whenever you feel like giving up, remember the old song:

"When a weary task you find it,
Persevere and never mind it."

If you do your work with a will, it is always easier for you, and, as you see from this story, you will be thought better of by others.

WORDS TO BE SPELLED. Dictate from the lesson:
parcel, whom, country, duty, weary, loiter, wasting, idling.

MODEL QUESTIONS. What does loiter mean? What kind of boys loiter? What kind of a boy was this boy? How long does it take to walk five miles? Name some place that is about five miles away.

Give answers, orally, in complete sentences.

ORAL EXPRESSION. Ask your pupils to tell this story to you, in their own language.

ORAL SPELLING MATCH. Let the pupils choose sides. Dictate words selected from all previous spelling lessons. Pupils that fail must be seated.

43. WILLIE'S CARRIER PIGEON.

PRONOUNCING EXERCISE.

pĭg'eon eă'r'ri er sprĭnk'leſ sēa'-eăp tain
 voy'age shel'ter neigh'borſ eôm'fort ed

1. Willie's father was a sea-captain and sailed all over the world. On his return from a long voyage he brought Willie a carrier pigeon.

2. This is a bird that looks like the dove that we see in our streets, only it has been taught to carry letters from place to place.

3. Willie was very fond of his pigeon, and loved it more than he did his dog or kitten.

4. Often when he visited his aunt, who lived a few miles away, he took the pigeon with him. Then he would send it back home with a letter.

5. Willie would tell his aunt what to write. Then he would tie the letter around the bird's neck, and away it would fly towards home.

6. One day the pigeon got lost in a storm. Willie had sent his bird home with a letter, not seeing the great black clouds that were filling the sky.

7. When his aunt came in from a neighbor's, she said, "Have you let the pigeon go, Willie?" Willie told her it had just gone. "I am afraid you have done wrong," said his aunt. "It sprinkles, and there will be a gale."

8. Willie looked out and saw how dark it was. "I wish I could call him back," he said. "O, I'm so sorry!" But the bird was far away. It flew over a large

wood where there was a big boy hunting. The boy fired at the pigeon, but it flew on unhurt.

9. Then the wind and rain struck the bird, and drove it from its course. The poor little thing tried to keep on, but it was no use. It had to seek shelter among the limbs of a large tree.

10. The next day it cleared away, and Willie went home. The first words he said to his mother were, "Did my pigeon get home all safe?"

11. Then he saw by his mother's look that it had not come. "O, dear, dear!" he said, "what made me send it? Perhaps it has been blown out to sea;" for the sea was not far away.

12. All that day Willie would not be comforted. His eyes were red with crying for his pet. Before night, as he was standing in the door, looking up into the sky, he saw a bird flying towards him. Was it his? "Yes, it's mine, it's mine!" he cried. "O mother, my birdie's coming back!"

13. Nearer and nearer it came, till at last, weary from its journey, it nestled, panting, in Willie's arms.



Back from the wind and rain!
Birdie, lost, is found again!

14. And Willie never let his pigeon go out into another storm.

44. THE LITTLE HOME SCHOOL.

PRONOUNCING EXERCISE.

sĭm'ple	wăġ'on	plĕas'ure	jōke
sĕv'er al	be liĕve'	pŭz'zled	sug'ar

1. Near where I lived, there were several small children. To keep them out of mischief, one of the older girls played school and was the teacher.

2. They made believe they had a room full of boys and girls, and tried to learn to read and spell. They often were puzzled over words, but their teacher would make them try, try again.

3. They soon learned to read, spell and write quite long words. This pleased them very much.

4. Stella was but a dot of a girl, but had learned to spell quite long words. She could even spell sugar and leave out the h; though she thought it ought to be there, and often put it in to make papa laugh.

5. One day I found her having great fun over a letter her big brother had

sent her. He had made it very plain and simple so she could easily read it.

6. He told her he had a little wagon he would send her. "Oh! see," she cried, "Jim has put two g's into his wagon; what a funny boy he is." Wagon was one of her new words and it had given her so much pleasure to remember it.

7. The big brother thought it a good joke to be corrected by his little sister Stella.

WORDS TO BE SPELLED. Dictate from the lesson:
believe, puzzled, simple, easily, pleasure.

45. SPEAK GENTLY.

PRONOUNCING EXERCISE.

ae'cents

griëve

e tēr'ni ty

1. Speak gently! it is better far
To rule by love than fear;
Speak gently! let not harsh words mar
The good we might do here.
2. Speak gently to the little child,
Its love be sure to gain;
Teach it in accents soft and mild—
It may not long remain.

3. Speak gently to the young, for they
Will have enough to bear:
Pass through this life as best they may,
'Tis full of anxious care.
4. Speak gently to the aged one—
Grieve not the care-worn heart;
The sands of life are nearly run—
Let such in peace depart.
5. Speak gently!—'tis a little thing,
Dropped in the heart's deep well;—
The good, the joy which it may bring,
Eternity shall tell.

*Require pupils to learn this and recite it in the class.
Let them write the first stanza, observing punctuation,
capitals, and indentation.*

46. WILLIE AND HENRY.

PRONOUNCING EXERCISE.

mătch	ēv'en	mīssed	wīth out'
erēd'it	lā'zy	pū'pilș	stūd'ied
tēach'er	chōșe	spelled	eor rēct'ly

1. Little Willie Strong, and Henry Slack went to the same school. Willie studied his lessons and was always ready for work when his teacher called on him.

2. Henry was a lazy boy, and loved play much better than study. In fact, he never would study if he could get along without it.

3. One day the teacher had a spelling match in school. The pupils chose sides and then spelled to see who could win, by spelling correctly the most words.

4. The very first word that came to Henry was *sure*. Now he had seen that word a great many times in his reading lesson, and if he had studied it, he could have spelled it correctly. But, as I told you, he was lazy.

5. How do you think he spelled it? I will tell you—*s-h-u-r-e*. Then the pupils all laughed, and Willie, who was on the other side, spelled it *s-u-r-e*. "Right," said the teacher, and Henry's side lost one credit.

6. Then a boy on Willie's side spelled where—*w-h-a-r-e*, and missed it. The next boy spelled it correctly, and then the sides were even again.

7. The next time around Henry spelled

many—*m-e-n-n-y*, and missed it, and so kept on missing almost every word that came to him. He spelled even—*e-a-v-e-n* and until—*u-n-t-i-l-l*. Willie did not miss a single word, though he had some pretty hard ones. He spelled *very*, and *people*, and *enough*, and *every*.

8. The next time they chose sides, Willie was almost the first one chosen, while Henry was the very last. No one wanted him, for he missed so many words. Which boy are you like?

WORDS TO BE SPELLED. Dictate from the lesson: studied, spelled, lazy, credit, match, chosen, pupils, even.

See if you can spell all the words that were spelled in the spelling game.

V. PHONIC DRILL.

When *th* has the *sharp* sound as in *thin*, it is unmarked; when it is *vocal* as in *this*, it is shown by a short line joining both letters, thus—*th*.

th sharp

th vocal

th-ī-n

d-ěa-th

th-ē

th-ă-t

th-ī-ck

b-r-ěa-th

th-ě-m

th-ē-șe

th-ă-ŋ-k

p-ă-th

th-ī-s

th-ō-șe



47. THE CHILD AND THE SWALLOW.

PRONOUNCING EXERCISE.

knōw'eth	wān'der	vāin	wīn'dōw
re tūrned'	dūr'ing	wēl'come	joūr'ney
de light'	flȳ'ing	wēath'er	re pēat'ed

1. One spring, two swallows built their nest just over the window of a room where a little boy, named Arthur, slept.

2. No one touched the nest; and all

the long summer the swallows made it their home.

3. At last the days began to grow shorter, the cold weather came, and the birds flew away to another land.

4. Arthur looked in vain for his little friends. His mother told him that they had gone to a warmer land far over the sea, but that they would come back when spring returned.

5. Winter passed away; and when the warm sun began again to shine, flocks of swallows were seen everywhere.

6. At last two swallows found their way to the window. They were Arthur's old friends, and they knew the old nest again.

7. In the morning Arthur's mother told him to get up and open the window, to welcome the swallows back to their old home. In the picture you can see him at the open window. He seems to be talking to one of the swallows.

WORDS TO BE SPELLED. Dictate from the lesson:
built, weather, swallows, welcome.

VI. PHONIC DRILL.

The sound of *ng* is unmarked; when *n* has the sound of *ng* it is shown by a line under it, thus—n.

ng

<u>n</u> = ng

l-ŏ-ng

r-ĭ-ng

ĭ-nkth-ă-n-k

s-ŏ-ng

h-ă-ng

d-r-ĭ-n-kth-ĭ-n-k

s-ĭ-ng

s-t-r-ĭ-ng

w-ĭ-n-ks-ĭ-n-k

48. WHO STOLE THE BIRD'S NEST?

PRONOUNCING EXERCISE.

euck'ōō

wĭsp

lĭs'ten

plāin'est

thiēf

to gēth'er

quĭck'ly

ĕggŝ

in trude'

Yēl'low-breăst

Bōb'o link

1. From the top of the tree

Sung little Yellow-breast,

Who had lost her nest,—

“To-whit! to-whit! to-whee!

Will you listen to me?

Who stole four *eggs* I laid,And the nice *nest* I made?

2. “Bobolink! Bobolink!

Now what do *you* think?

Who stole a nest away
From the plum-tree to-day?"

3. Then quickly came the reply
From Bobolink:—"Not I;
Not I; Not *I*, I say;
That's not at all *my* way:
I would not have you think
So. Spink, spank, spink."
4. "Not I," said the Cow,—*"Moo-oo!*
Such a thing *I'd* never do.
I gave you a wisp of hay,
But didn't take your nest away.
Not I," said the Cow,—*"Moo-oo!*
Such a thing *I'd* never do."
5. "Not I," said the Dog,—*"Bow-wow!*
Who did it, I do not know;
I gave hairs the nest to make,
But the *nest* I did not take.
Not I," said the Dog,—*"Bow-wow!"*
6. "Not I," said the Sheep; *"O* no,
I wouldn't treat a poor bird *so*.
I gave the *wool* the nest to line,
But the *nest* was none of mine.

Baa! baa!" said the Sheep; "O no,
I would n't treat a poor bird *so*."

7. But still Yellow-breast
Moans the loss of her nest:—
"To-whit! to-whit! to-whee!
Will you listen to me?
Who stole four eggs I laid,
And the nice nest I made?"
8. "Coo coo!" said the Cuckoo;
"Let *me* speak a word too.
Who stole that pretty nest
From little Yellow-breast?"
9. "Caw! caw!" said the Crow;
"*I* should like to know
What thief took away
A bird's-nest to-day."
10. "Cluck! cluck!" said the Hen;
"Do n't ask *me* again!
Why, I haven't a chick
Would do *such* a trick.
11. "We all gave her a feather,
And she wove them together;

I'd scorn to intrude
On her and her brood.
Cluck! cluck!" said the Hen,
"Do n't ask *me* again!"
Said all the other birds,
In the plainest of words,—

12. "Chirr-a-wirr! Chirr-a-wirr!
We will make a great stir!
Let us find out his name,
And all cry, '*For shame!*'"

13. "*I* would not rob a bird,"
Said little Mary Green:
"I think I never heard
Of *anything* so mean."

14. "'Tis very *cruel*, too,"
Said little Alice Neal:
"I wonder if he knew
How sad the bird would feel?"

15. A little boy hung down his head,
And went and hid behind the bed;
For *he* stole that pretty nest
From poor little Yellow-breast;

And he felt so full of shame,
He didn't like to tell his name.

L. MARIA CHILD.

WORDS TO BE SPELLED. Dictate from the lesson:
stole, moan, plum-tree, thief, wouldn't, anything,
plainest, brood.

WRITTEN EXPRESSION. Let each pupil write on his
slate, from memory, what the hen, or the bobolink, or
the cow said.

VII. PHONIC DRILL.

The sound of *qu* is equivalent to that of *kw*; *wh*
is equivalent to *hw*.

qu = kw

wh = hw

qu-ee-n	qu-i-te	wh-ȳ.	wh-a-t.
qu-ee-r	qu-ŷ-ck	wh-ī-le	wh-ŷ-ch
qu-ŷ-ll	qu-ă-ck	wh-ī-te	wh-ě-n.

9

LANGUAGE LESSON.

Copy these sentences, changing them into questions,
thus:

This is Mary's reading-book.

Is this Mary's reading-book?

Apples are good to eat.

We must study our lessons.

I am going home to-night.



49. THE EAGLE THAT MADE A MISTAKE.

PRONOUNCING EXERCISE.

au'tumn de fense' ēa'gle bush'es
 flūt'tered rāt'tle snāke shrīll mīs tāke'

1. One bright, sunny day in autumn I was walking over the hills, looking for the late autumn flowers.

2. Suddenly, there came from far above my head, a clear, shrill cry, as if someone, or something, was in pain.

3. Casting my eyes upward, I saw an eagle, slowly flying toward the woods.

In his claws, or talons, he held a large snake.

4. It was the cry of the eagle that I had heard, and I was curious to find out what was the matter.

5. The snake seemed very active. Again and again, it threw back its head and struck at the bird, every time trying to reach him under the wing.

6. At each stroke the eagle would cry out, and at last, he threw the snake from him, as if in great fear.

7. Down fell the snake, end over end, and landed in the bushes at the foot of the hill. I am quite sure it was killed by the fall.

8. I watched the eagle as he slowly sailed away. Once or twice his wings fluttered a little, and then, quite suddenly, they came together, and he fell heavily to the ground, dead.

9. The eagle had, by mistake, caught a rattlesnake, and the snake had killed its captor, in self defense.

Copy the last paragraph on your slate.

50. THE DRINK FOR YOU.

PRONOUNCING EXERCISE.

dāin'ty yōn'der eăch fount'ain

1. Each flower holds up
A dainty cup,
To catch the rain and dew;
The drink of flowers,
That comes in showers,
Is just the drink for you.

2. The stars so bright,
That gem the night,
In the round heaven so blue,
Fling down their beams,
Upon the streams,
Which flow with drink for you.

3. *The Nightingale,
That charms the vale,
From yonder fountain flew;
The song-bird's drink
Should be, I think,
The drink for birds like you.*

51. SHIPS AND BOATS.

PRONOUNCING EXERCISE.

sail'ors	stretch	fast'ened	showed
voy'age	captain	quick'ly	de light'
vess'els	spars	coar'ners	hand'kerchief

1. Tom and Martha lived in a house on the bank of a river, not very far from the sea. In the picture you may see the end of the house, and the brother and sister at play on the green.

2. Every day ships sailed past their home; and the children often stopped

in their play to watch the vessels pass up and down the river.

3. One day when the wind was blowing very hard, they made a sail with Martha's handkerchief.



4. Putting his hoop and stick on the ground, Tom took hold of two corners at one side, and Martha took hold of the two corners at the other side.

5. They then held the handkerchief against the wind. Martha was almost

blown over; and Tom laughed to see their sail filled by the wind.

6. When they went home they told their mother what they had been doing. She told them that sailors use a large sheet for a sail; but instead of holding the corners with their hands, they fix the sheet to a long pole called a mast, and stretch it with spars and ropes.

7. Large ships have a number of sails fastened to their mast; and by means of these sails, they are blown along over the sea from one country to another.

8. One day Tom and Martha were taken to the sea-side, where the river that ran past their home, ended. Here were a large number of big ships.

9. How the children clapped their hands with delight when they saw a vessel bounding along with all its sails set to the breeze.

10. When they got home, their mother showed them how the sailors can roll up the sails when they wish to stop their ship, or not to go so fast on their voyage.

11. Tom made good use of what he had learned, for he made a little boat, and showed his sister how to sew a sail on the mast.

12. Then they took it down to the pond in the garden; and the wind filled the sail and blew the little vessel across the pond.

13. Tom says that when he becomes a man, he will be the captain of a large ship, and that he will take his sister for a long voyage over the sea.

WORDS TO BE SPELLED. Dictate from the lesson: handkerchief, clapped, hoop, breeze, vessel, becomes, blown, across, sailors.

LANGUAGE LESSON.

Copy these sentences, changing them from questions, and making each one tell something. See the last language lesson for illustration.

Do you like to go to school?

Have you learned your lesson?

Has this been a pleasant day?

Are you surely fond of sugar?

52. THE HARVEST-MOUSE.

PRONOUNCING EXERCISE.

eŏ'zy	fĭt'ted	this'tle	nŏth'ing
buĭlt	sē'eret	här'vest	pret'ti er
stalks	vĕl'vet	twined	pro vid'ed

1. The harvest-mouse is a pretty little creature that runs about our fields.

2. It is only about two inches in length, and its coat of brown fur is so soft and thick that it feels like velvet.

3. Perhaps you think that only birds build nests; but the harvest-mouse builds one too.

4. No bird can make a nicer or prettier home for its little ones than this mouse makes.

5. You may sometimes find it twined around two or three stalks of wheat, or swinging from a thistle, as you see in the picture.



6. The nest is a small round thing, built only of dried grass. It is so close and firm that one of them has been rolled across a table, and yet the eight little mice inside did not roll out.

7. The opening is so small that it is a wonder how a mouse can get in or out. The harvest-mouse keeps this secret to itself.

8. When winter draws near, the wise little creature leaves its summer house, and digs a winter home under ground.

9. It lines this house with grass or thistle down, to make it soft and cozy, and going into it, soon falls fast asleep.

10. It lies in its winter nest, safe and warm, till spring time. It never awakes till then, and so it knows nothing about frost and snow.

11. God has fitted the little harvest-mouse for the life it leads, and provided for all its wants.

WORDS TO BE SPELLED. Dictate from the lesson: velvet, eight, harvest, secret, twined, cozy, provided, swinging, thistle.

53. THE BRAVE LITTLE HOLLANDER.

PRONOUNCING EXERCISE.

dȳkes	elōsed	pēop'le	Hōl'land
ēarth	stāyed	seârce'ly	trĭck'ling
a lōne'	brēach	ē'ven ing	hăp'pened

1. In some parts of Holland the land lies so low, that the people have to build great walls of sand and earth, to keep out the sea. These walls are called dykes.

2. Sometimes the waves break down these walls, and then the sea rushes in through the breach, and spreads over the land.

3. Houses and trees, cattle and sheep, have thus been washed away, and many people drowned.

4. Once, when a little boy was going home in the evening, he saw a hole in one of the dykes, through which the water was trickling.

5. His father had often told him that when this happened, unless the water

was stopped it would soon make the hole so big that the sea would flow over the land.

6. At first, he thought he would run home and tell his father. But then he said to himself, "It may be dark before father can come, and we shall not be able to find the hole again. Or it may get so large that it will be too late to stop it. I must stay now, and do the best I can alone."

7. The brave little boy sat down, and put his hand in the hole, to keep back the water. There he stayed, hour after hour, in the cold and the dark, all through the night.

8. In the morning, a man came past and saw him. He could not think what the boy was doing there. So he called out to him—

9. "What are you doing there, my boy?"

"There is a hole in the dyke," said the boy, "and I am keeping back the water."

10. Poor little boy! he was so cold and tired that he could scarcely speak.

11. The man came quickly and set him free. He got the hole closed up, and thus the land was saved—thanks to the brave little Hollander!

Let the pupil tell this story to you, in his own language.

VIII. PHONIC DRILL.

When **x** has the sound of *ks*, it is unmarked; when it has the sound of *gz*, it is shown by a bar under it, thus—x.

x = ks

x = gz

ö-x

ä-x

b-ä-cks

exact

b-ö-x

w-ä-x

l-ä-cks

example

11

LANGUAGE LESSON.

Arrange these words so as to make sentences, and copy them on the slate.

1. when, Work, you, you, play, and, when, play, work.
2. bird, two, bush, the, hand, worth, is, A, the, in, in.
3. book, this, lying, table, Whose, is, the, on?



54. THE LITTLE SNOW-SHOVELER.

PRONOUNCING EXERCISE.

whist'ling pād'dling shòv'el mēr'ri ly
shōul'der ing shòv'el ing sēarch nē'ither

1. Merrily whistling along the street,
With his little nose, his hands and feet

Sharply bitten by old Jack Frost,
His curly hair by the rude wind tossed,
Armed with his shovel, goes Ned Magee;
In search of some work, of course, is he.

2. Brave little chap! 'tis little he cares
For old Jack Frost; and the storm he
dares.

With a merry face and a merry song,
As through the snow he paddles along—
This blue-eyed lad — o'er the slippery
street,
Hoping the chance of a job to meet.

3. Give him a dime and see him work:
Ned is not a bit of a shirk;
In goes his shovel with might and main,
Making the snow fly off like rain,—
Here, there, and everywhere, in a trice,
Till your walk is made all clean and nice.

4. Then, cheeks as red as the reddest rose,
Shouldering his shovel, off he goes;
Merrily whistling on his way,
His boyish heart so happy and gay,
That neither for wind nor frost cares he,
This little snow-shoveler, Ned Magee.

MARY D. BRINE.



55. THE ROBIN'S VISIT.

PRONOUNCING EXERCISES.

pěck	ought	un ā'ble	whole
E'dith	crumbs	thêre'fōre	re mĀin'

1. Edith is very fond of birds. She is always kind to them, and they seem to know that she is their friend.

2. In the warm weather she sees them come in flocks to eat the ripe fruit, which grows in her father's garden.

3. But she never drives her little friends away. She says that they are God's birds, and ought, therefore, to have

some of the fruit which God causes to grow.

4. In winter, when the trees are bare, and the ground is covered with snow, the birds are unable to find much; but Edith does not forget her friends.

5. She knows that some of the birds have been taught by God to fly away to warmer lands, where there is plenty of food to be found during the whole year.

6. But she knows, also, that some of them remain to do the best they can through the long cold winter.

7. Every morning, therefore, she opens the window and throws out a handful of crumbs for her feathered friends, as you may see her doing in the picture.

8. They are never afraid to come. Sometimes they even hop into the room, and pick up any crumbs that are on the floor.

9. Edith loves one little bird more than she loves any of the others. It is a robin. She is saying "Good-morning" to it now, as it hops to the window.

10. The robin trusts Edith so much that it will peck at the window for food, or hop on her shoulder, or pick the crumbs out of her hand.

DICTATION. Dictate the last paragraph for writing; let pupils exchange slates and correct errors.

12

LANGUAGE LESSON.

Arrange the words below so as to make a sentence from each set, and copy on the slate.

1. mend, is, late, too, to, never, It.
2. worth, well, What, is, doing, worth, doing, is.
3. feather, of, Birds, a, together, flock.
4. had, Who, best, to-day, lesson, the.
5. bed, to, Early, rise, makes, healthy, and, to, will, a, wealthy, wise, boy, and, early, and.

IX. PHONIC DRILL.

The teacher should call the attention of pupils to the position of the organs of speech in making these difficult sounds.

w

y

w-ĭ-n

w-ĕ-t

ŷ-ĕ-t

ŷ-ĕ-ll

w-ĭ-t

w-ā-ke

ŷ-ĕ-s

ŷ-ŏ-u

56. SEVEN TIMES ONE.

PRONOUNCING EXERCISE.

mārsh yě'lōw cūck'ōō-pīnt fôr ġiv'en
mōn'ey fōld'ed pow'dered wrăp'per
pūr'ple līn'net sōme'thing elăp'per
dāi'sies nōth'ing tūr'tle-dōves eōl'um bīne

Teach this to the little girls of the class, for concert recitation.

1.

There's no dew left on the daisies and clover,
There's no rain left in heaven;
I've said my "seven times" over and over,
Seven times one are seven.

2.

I am old, so old, I can write a letter;
My birthday lessons are done;
The lambs play always, they know no better;
They are only one times one.

3.

O moon! in the night I have seen you sailing,
And shining so round and low;
You were bright! ah bright! but your light is
failing—
You are nothing now but a bow.

4.

You moon, have you done something wrong in
heaven,

That God has hidden your face?

I hope if you have, you will soon be forgiven,
And shine again in your place.

5.

O velvet bee, you're a dusty fellow,
You've powdered your legs with gold!
O brave marsh mary-buds, rich and yellow,
Give me your money to hold.

6.

O columbine, open your folded wrapper,
Where two twin turtle-doves dwell!
O cuckoo-pint, toll me the purple clapper
That hangs in your clear green bell.

7.

And show me your nest with the young ones in it,
I will not steal it away;
I am old! You may trust me, linnet, linnet,
I am seven times one to-day.

JEAN INGELW.

SLATE WORK. Copy the first two stanzas.

WORDS TO BE SPELLED. Dictate from the lesson:
**there's, daisies, wrong, you're, wrapper, columbine,
linnet, money.**

*Require each pupil to write an answer to the letter
on the next page.*

Boston.

My dear Child:

Your letter was a pleasant surprise to me. I did not know you could write so well. I think you must be trying to learn, and this makes me happy.

Please tell your teacher that I thank her for teaching you to write letters. In your next letter, tell me which study you like the best, and why you like it best.

Your loving Mother.

57. THE SPIDER.

PRONOUNCING EXERCISE.

tàsk	ín'side	fàst'en	.nõtched
ědge	isl'and	řidg'es	thrěads
pounce	rěb'ber	wēav'er	mā'sons
hòn'ey-cōmb	with out'	blūn'ders	

1. The spider loves work. He begins to work as soon as he begins to live. Every spider is born a weaver. Even the youngest spider knows how to weave his web just as well as the oldest.

2. The spider never has to go to school to learn his task. So, the little duck can swim as soon as it is hatched. And the little bird can build its nest, and the bee can make the honey-comb, without any teaching.

3. God has given these creatures the power to do their work. That is why they never make any blunders. Not all the weavers and spinners in the world could beat the spider in the work that he does.

4. The spider is never in a hurry.

He always takes care to make every thread fast. He takes a pride in doing his work well.

5. All spiders have not the same kind of work to do. But they all do it in the very best way. Some spiders are masons, and build houses the size of a big thimble. They make doors to them, which they shut when they go in.



6. It is even said that they are able to fasten the door of the house inside, so that no robber can get in.

7. The garden spider lets its threads float in the air till they happen to take hold of plants or branches of trees. It then uses these threads as the roads or bridges by which it crosses from place to place.

8. A strange story is told of a spider

saving his life by this means. He was put upon the end of a stick which stood a foot or two out of water. He was on a little island in the midst of a little sea.

9. What did he do? He walked down the stick to the edge of the water. He went round and round it; but he could find no way to get off.

10. He then went once more to the top of the stick, and kept still for a while. He seemed to say to himself, "Well I am in a nice fix now; what am I to do?"

11. He soon made up his mind. For he at once began to spin a long thread. He made one end of it fast to the top of the stick, and let the thread float away in the wind till it caught in a tree on the shore. He then slid along the line, and got safely to dry land at last!

WORDS TO BE SPELLED. Dictate from the lesson:
weaver, thimble, safely, hatched, robber, honey-comb,
upon, threads, bridges, spider, island.

58. HAROLD'S SQUIRREL.

PRONOUNCING EXERCISE.

caught	tēased	ēat'en	pēa'nŭts
for gōt'	flān'nel	wheel	chām'ber
.frīght'ened	mouth'ful	fār'ther	

1. Harold caught a young gray squirrel in the woods. He brought him home, and named him Bobby. He put him into a cage. Bobby ran to the farther corner and seemed to be frightened.

2. Harold tried to coax him to eat some sweet apple, but Bobby would not eat a mouthful. Harold put some peanuts into the cage, but Bobby would not eat one.

3. His mother told him to leave Bobby alone for a while, and he would feel better; so Harold did not go near the cage again that night.

4. The next morning Bobby was hungry. Harold gave him a good breakfast. In a few days he was quite tame. He soon began to turn the wheel, and he made it go very fast.

5. He had a little room in the top of his cage to sleep in, and he had a piece of flannel for his bed. When he was frightened, or the boys teased him, he would run up into his chamber and hide.



6. After a little while Harold let him out of the cage every day. He would follow Harold all about the house. He would sit on his shoulder and eat nuts. When Bobby had eaten all the nuts he wanted, he would hide the rest under

the door-mat, and pat them down with his feet.

7. Harold could hug him and pet him, and Bobby was never cross. Harold never forgot to feed him. He had a number of pets, but Bobby always had breakfast first.

WORDS TO BE SPELLED. Dictate from the lesson:
gray, teased, pea-nuts, chamber, breakfast, flannel,
eaten, happiest.

13

LANGUAGE LESSON.

Write these sentences, putting in the right word to tell what is meant.

1. The elephant has _____ ears but _____ eyes.
2. It is _____ to rise early than to sit up _____.
3. The squirrel has a _____ tail.
4. _____ pupils study their lessons.

59. THE OLD KITCHEN CLOCK.

PRONOUNCING EXERCISE.

kitch'en point'er it sĕlf you're
o blig'ing pā'tient truth'ful

Let your pupils recite this; one giving the "patient clock," another, the "truthful clock," etc.

1. Listen to the kitchen clock!

To itself it ever talks,
From its place it never walks;
"Tick-tock—tick-tock."
Tell me what it says.

2. "I'm a very patient clock,

Never moved by hope or fear,
Though I've stood for many a year;
Tick-tock—tick-tock."
That is what it says.

3. "I'm a very truthful clock:

People say, about the place,
Truth is written on my face;
Tick-tock—tick-tock."
That is what it says.

4. "I'm a very active clock,
 For I go while you're asleep,
 Though you never take a peep;
 Tick-tock—tick-tock."
 That is what it says.

5. "I'm a most obliging clock:
 If you wish to hear me strike,
 You may do it when you like;
 Tick-tock—tick-tock."
 That is what it says.

6. What a talkative old clock!
 Let us see what it will do
 When the pointer reaches two;
 "Ding—ding—tick-tock."
 That is what it says.

AUNT EFFIE'S RHYMES.

SLATE WORK. Copy the first stanza.

X. PHONIC DRILL.—CONSONANTS.

n	p	r	t	v
n-ōō-n	p-ī-pe	r-ă-t	t-ōō	v-ī-ne
n-ī-ne	e-ă-p	n-ô-r	t-ě-n	v-ā-se
n-ā-me	p-ŷ-n	r-ōa-r	ă-t	v-ě-x



60. "A MERRY CHRISTMAS, GRANDPA!"

1. "My dear children," said Grandpa Snow, "I thank you for your pleasant

gifts and your kind wishes. Sixty years ago, I was young and active like you. I was not a bad boy; but I sometimes would be so heedless as not to mind what my dear mother said to me.

2. "One fine Christmas day she said to me, 'Now, Charles, do not go to the pond to-day, for the ice is thin; and, if you should break through, it would be a sad thing for me.'

3. "But when I went out of doors, and saw the boys with their sleds and skates on the ice, I thought to myself, 'The boys know more than the women do about the ice. I think I may take some slides on it.'

4. "So I went on the ice. But I had not gone far when it began to bend, and then to break; and then down I went into the cold, cold water."

5. "O grandpa! how did you get out? Were you drowned?" asked Emma. Grandpa smiled, and said, "If I had been drowned, my dear child, how could I be here to tell you of it? No, I was

not drowned; a brave boy came to my help. While the others could do nothing but cry, and run to and fro, this brave boy who had his thoughts about him, saw how he could save me."

6. "Why, what did he do, grandpa?" asked Charles.

"There was a tall birch-tree that had been cut down, and lay by the side of the pond. Alfred Brown (for that was the boy's name), dragged this tree swiftly to the hole where I had sunk. Then he threw it over the hole so as to rest on the ice on both sides; then he took hold of it, and, jumping into the water, caught hold of my coat, and dragged me safely to dry land, a wetter and a wiser boy than I was before.

7. "Mind your mother, little ones, and, if she tells you not to do this or that, be sure she knows best what is for your good. Always obey your parents. They are older and wiser than you are.

8. "And now a merry Christmas to all good girls and boys!"

61. THE BOY'S TRIUMPH.

PRONOUNCING EXERCISE.

twice	ex cept'	glanced	would'n't
copy	up'per	tri'umph	un mixed'
doz'en	anx'ious	in stead'	certain ly
	through out'	sur prised'	

1. There were prizes to be given in a school, and a boy named Willie was anxious to gain one. As he was very young, the other boys were ahead of him in all his classes except in writing; so he made up his mind that he would try for the writing prize with all his might.

2. He did try bravely. He wrote every line with great care. There was not a blot on a single page. His copy-book would have done credit to a boy twice his age. When the time came for giving the prizes, the gentleman who had acted as judge came to the school.

3. Holding up two copy-books, he said, "It has been hard for me to say which of these two books is the best in the

school; but there is one page in Willie's book, which is not only better than Charlie's but better than any other page in Willie's own book. His book, therefore, gains the prize."

4. Willie's heart beat high with joy, though not unmixed with fear. He went up to the gentleman and said, "Please, sir, may I see that page?" "Certainly," said the gentleman, looking a little surprised.

5. Willie glanced at the page, and then handing back the book, he said, "Please, sir, that is not my writing. It was written by an upper-class boy, who took my book by mistake one day instead of his own."

6. "Oh, oh!" said the gentleman, "that alters the case;" and after comparing the books again very carefully, he gave the prize to Charlie.

7. The boys laughed at Willie. "What a fool you were, Willie, to say anything about it!" said one of them. "I would n't have told,—the page was in your book."

8. Willie heard all that they had to say, and then quietly replied: "It would not have been the truth, if I had not told who wrote that page. I had rather tell the truth and do right than gain a dozen prizes." Noble Willie!

9. Throughout life he acted upon that rule, and was loved and respected by every one.

14

LANGUAGE LESSON.

Copy the sentences and place the proper word in each blank.

saw seen did done

1. I — him when he — it.
Have you — the work?

gone went

2. They had — when we got there.

came come

3. Our little friends — yesterday.
Charming spring has — again.

lie lay

4. Most animals — down to sleep.

62. THE CHILD'S WORLD.

Let the little girls memorize this for recitation.

1.

Great, wide, beautiful, wonderful World,
With the wonderful water round you curled,
And the wonderful grass upon your breast,—
World, you are beautifully dressed.

2.

The wonderful air is over me,
And the wonderful wind is shaking the tree,
It walks on the water, and whirls the mills,
And talks to itself on the tops of the hills.

3.

You, friendly Earth! how far do you go
With the wheat-fields that nod and the rivers
that flow,
With cities, and gardens, and cliffs, and isles,
And people upon you for thousands of miles?

4.

Ah, you are so great, and I am so small,
I tremble to think of you, World, at all;
And yet, when I said my prayers, to-day,
A whisper inside me seemed to say,
"You are more than the Earth, though you are
such a dot:
You can love and think, and the Earth cannot!"

Lilliput Lectures.

63. REVIEWS AND SUPPLEMENTARY READING.

I. SPELLING.

Let pupils choose sides. Dictate words from all the spelling lessons of this Reader.

II. MEMORY EXERCISE.

Call on each pupil to recite some stanza or stanzas committed to memory from this Reader.

III. STORY TELLING.

Require each pupil to tell from memory, some story in this Reader.

IV. STORY READING.

Ask each pupil to bring from home some good story book and read from it a story to the class.

V. OTHER READERS.

Let the class read from the Second Reader of any other series of readers, or from any Supplementary Readers.

VI. SUPPLEMENTARY READING.

Let pupils read selections from *Our Little Ones*, *Wide Awake*, *Youth's Companion*, *Harpur's Young People*, or *St. Nicholas*.

TABLE OF ELEMENTARY SOUNDS.

I. TABLE OF VOCALS.

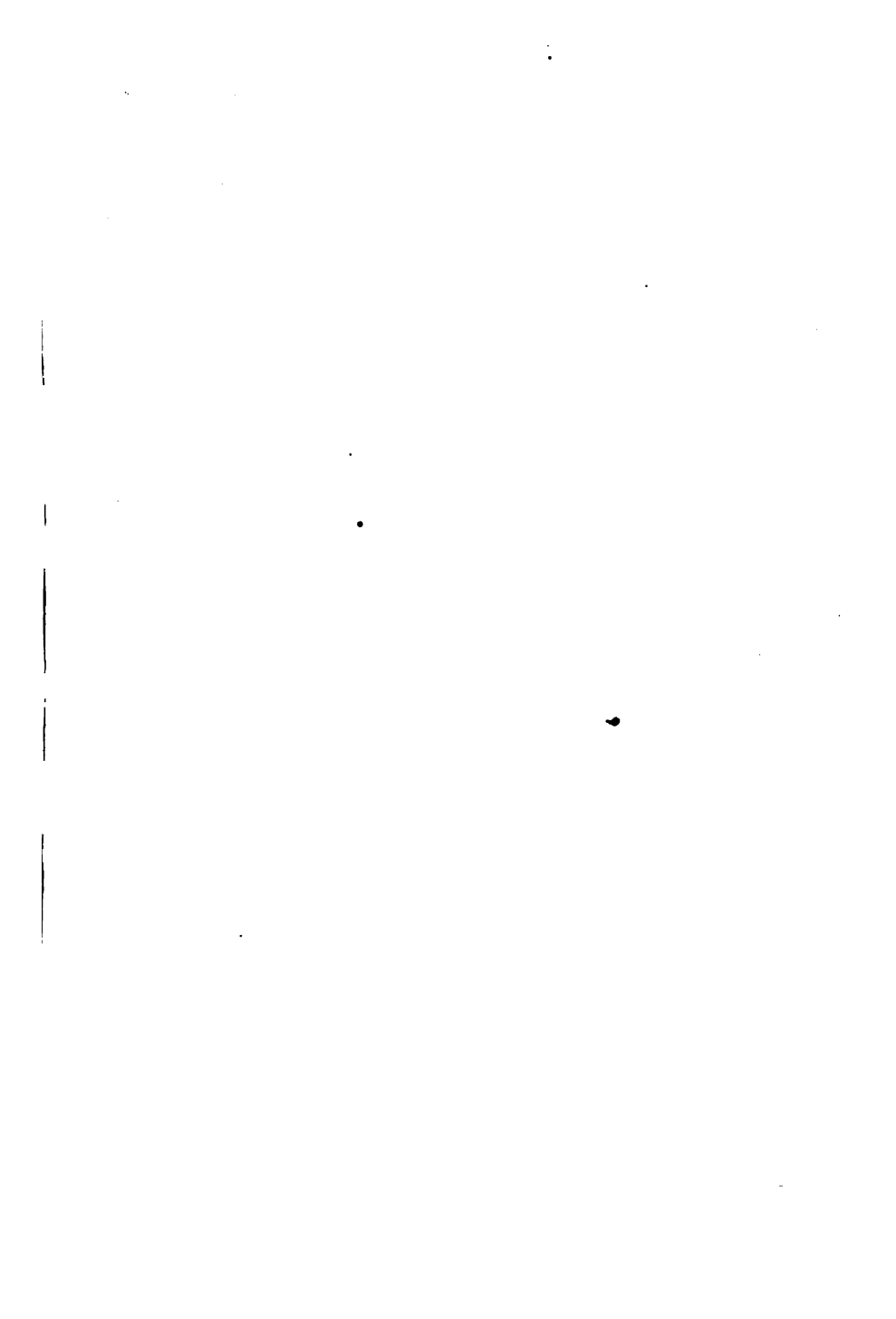
ā	ā-le,	ā-im	ī	ī-n,	p-ī-n
ä	ä-rm,	ä-rt	ō	n-ō,	ō-ld
ṁ	ṁ-ll,	l-ṁw	ö	n-ö-t,	ö-n
ǣ	ǣ-t,	ǣ-nd	o	m-ö-ve,	m-ōō-n
â	e-â-re,	â-ir	ū	ū-se,	m-ū-te
â	â-sk,	t-â-sk	ŭ	ŭ-p,	t-ŭ-b
ē	m-ē,	ēa-t	û	û-r-ge,	b-û-rn
ě	ě-nd,	m-ě-t	u	f-u-ll,	p-u-ll
ē	h-ē-r,	ēa-rn	oi	oi-l,	b-oy
ī	i-ce,	m-ī-ne	ou	ou-t,	n-ow

II. TABLE OF SUBVOCALS.

b	b-id,	ro-b	r	r-a-re,	o-r
d	d-i-d,	d-ea-d	th	th-y,	th-at
ġ	ġ-o,	do-ġ	v	v-ine,	v-ase
j	j-oy,	a-ġe	w	w-e,	w-ell
l	l-et,	oi-l	y	y-es,	y-et
m	m-y,	ho-me	z	z-one,	i-ş
n	n-o,	o-n	zh	a-z-ure	

III. TABLE OF ASPIRATES.

f	f-ace,	o-ff	t	t-o,	a-t
h	h-at,	h-iş	th	th-ick,	th-in
k	k-ite,	boo-k	sh	sh-ip,	wi-sh
p	p-i-pe,	to-p	ch	ch-air,	lun-ch
s	s-un,	thi-s	wh	wh-y,	wh-en



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